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ABSTRACT

The annotated bibliography of literature on the deaf-blind covers both a wide variety of sources and a lengthy period of time. Entries are listed by category: selected books; articles from American Annals of the Deaf, 1848-1970; articles from New Beacon, 1922-1970; articles from New Outlook for the Blind, 1907-1970; articles from Volta Review, 1900-1970; articles from miscellaneous periodicals, 1869-1970; and proceedings of conferences and associations, 1815-1970. An author index is provided. (KW)

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# LITERATURE ON THE DEAF-BLIND

## AN ANNOTATED BIBLIOGRAPHY

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BLEA: Annotated Bibliography on Deaf-Blind

SELECTED BOOKS

Bartlett, R. M. They Dared to Live. New York, Association Press, 1937. pp 76-80. (Chapter 3, I, "Two Selves who became one: Anne Sullivan Macy and Helen Keller.")

The background of Anne Sullivan and Helen Keller is presented. The author, as an accolade, considered Anne Sullivan Helen Keller's "otherself."

Beschel, Herausgegeben von E. Bibliography on Deaf-Blindness. 1969. (Available from Alexander Graham Bell Association for the deaf.)

This bibliography was compiled in 1969 by Armin Lowe and Benno Westermann for a small group of students attending the Deaf-Blind Section of the Institute for the Training of Teachers for the Deaf, Speech Handicapped, and Blind Children. It was published by Dr. Beschel in his "Schriften zür Sonderpadagogik." The entries are listed in English and German and, in a few cases, other languages.

Bliss, J. C. Communication Via the Kinesthetic and Tactile Senses. Research Bulletin #1, American Foundation for the Blind, 1962, pp 89-116.

SELECTED BOOKS

A highly technical doctoral dissertation which discusses the kinesthetic and tactile senses used as a means of receiving information, a method of communication with important possibilities for the blind, deaf, and the deaf-blind. Mr. Bliss illustrates his paper liberally with diagrams and charts. A technical abstract is given and also a thorough summary, both of which will give the reader with a scientific background an excellent resume of the work.

Braddy, Nella. Anne Sullivan Macy, the Story Behind Helen Keller. Garden City, N. Y., Doubleday, Doran and Co., 1933. 365 pp.

Perhaps the greatest miracle concerned with Helen Keller was the miracle that Annie Sullivan was there and ready and was chosen to work with Helen. Without her determination, persistence and her"toughness", the miracle of Helen Keller's awakened intelligence might never have been. Throughout the book the reader feels Miss Sullivan's strength, her deep sympathy for neglected, under-privileged humanity, her interest in and support of causes that appealed to her sense of fairness. This is an absorbing, moving account of a great woman.

SELECTED BOOKS

Brooks, Van Wyck. Helen Keller. New York, E. P. Dutton & Co., 1956. 166 pp.

Mr. Brooks, essayist and critic, traces Helen Keller's life from early infancy through her 73rd year. While expressing Miss Keller's wish to eliminate the aura of "sainthood" surrounding her life, Mr. Brooks contrarily encourages the same by juxtaposing her with prominent heroic characters in world literature. He also gives an account of Miss Keller's abortive romance with a young newspaperman.

Burns, Daniel J. The Educational Treatment of the Deaf-Blind in the United States. Perkins School for the Blind, Annual Report, 1958. pp 62-71.

Mr. Burns reviews the teaching of the deaf-blind, beginning with Laura Bridgman and Helen Keller. He then recalls the organization of a special deaf-blind department at Perkins School where vibration speech was introduced. In 1954 a teacher-training program for teaching the deaf-blind in conjunction with Boston University was started. The author gives the progress to date (1958) of the program.

SELECTED BOOKS

Butler, E. M. Helen Keller. Webb, "Famous Living Americans," 1915. pp 277-286.

Mr. Butler presents an encapsulated biography of Helen Keller starting with her communication breakthrough ("water"), her graduation from Radcliffe with honors, and culminating in her then-present residence in Wrentham, Massachusetts.

Clemens, Samuel. Mark Twain's Autobiography. Vol. 2. Harper Brothers, New York, 1924. pp 297-303.

Samuel Clemens met Helen Keller when she was fourteen. He described her in glowing terms, comparing her courage and intellect with those of Joan of Arc. He told her a story, and she chuckled in all the right places. When Miss Sullivan asked Helen what Mr. Clemens was famous for, she replied, "humor." Mr. Clemens interjected, "and wisdom." Instantly, Miss Keller repeated the exact phrase. Afterwards, Mr. Clemens told many a listener of the telepathic link between his mind and Helen Keller's.

Curtis, W. Scott & Donlon, Edward T. An Analysis of Evaluation Procedures, Disability Types and Recommended

SELECTED BOOKS

Treatments for 100 Deaf-Blind Children. Syracuse University, New York. January, 1959. 105 pp.

This report describes an initial effort to gather data generally applicable in evaluating deaf-blind children. Seventy children, referred to the Syracuse University Clinic by the American Foundation for the Blind, were examined by a team of experts in such fields as pediatrics, neurology, ophthalmology, etc., and their findings discussed and tabulated. Efforts were made to refine the terminology used by the members of the team, and a statistical analysis of the terminology used in this initial effort is given. The results of this study showed that the development of a program for training educational specialists at an M. A. level in the area of the multiply handicapped was called for.

Outsforth, Thomas D. The Blind in School and Society. American Foundation for the Blind, 1951. pp 10, 48-71.

On page 10 Mr. Outsforth speaks of sound-and-word verbal unreality and gives as an example the ringing of a bell and the word "phone." For the handicapped blind child there is no reality in the sound until he locates and handles a phone.

SELECTED BOOKS

On pages 48-71 the author enlarges on "words versus reality" and deplores the method at that time of educating the deaf-blind. He feels Helen Keller was not trained to grasp realities within her reach. Successfully educating the handicapped is to bring reality to them through their available working senses. Blind schools, as an example, are still educating the blind to the reality of the sighted.

Dickens, Charles. American Notes and Pictures From Italy. Oxford University Press, London, 1957. pp 30-44.

In his usual exuberant, rambling style, Charles Dickens recorded his mid-nineteenth century visit to the Perkins Institute. He provides a physical impression of Laura Bridgman, describing her as "radiant with intelligence and pleasure." He tells of Laura's rejection of his hand of friendship, "as she does that of any man who is a stranger to her." Contrarily, she readily embraced Mrs. Dickens. Most of the Bridgman information is quoted from the reports of Dr. Howe. Oliver Caswell is mentioned briefly.

SELECTED BOOKS

Dinsmore, Annette B. Methods of Communication with Deaf-Blind People. The William Byrd Press, Inc., New York, 1959. American Foundation for the Blind, Educational Series #5, revised. 48 pp.

Miss Dinsmore catalogues and concisely explains all forms of communication with the deaf-blind. She divides the systems into those involving the hands, and those using mechanical devices (vibration plates, etc.). Hand communication is subdivided into types requiring learning on the part of the speaker as well as the deaf-blind person (one, two-hand manual alphabet, Morse Code, etc.), and those requiring learning only by the deaf-blind person (palm printing, alphabet glove, etc.).

Elliott, Maud Howe & Hall, Florence Howe. Laura Bridgman, Dr. Howe's Famous Pupil and What He Taught Her. Little, Brown and Co., Boston, 1903. 394 pp.

This authoritative work is a combined report covering the history of the Perkins Institute for the Blind and the education of Laura Bridgman by Dr. Howe.

SELECTED BOOKS

Farrell, Gabriel. Children of The Silent Night. (Watertown Mass.: Perkins School for the Blind) 1956, Perkins Publication #18, 48 pp. (Also appears in The Story of Blindness by Gabriel Farrell (Cambridge: Harvard University Press) 1956, "Children of the Silent Night," pp 77-92.). The author, Director Emeritus of Perkins, presents an historical synopsis of deaf-blind individuals and deaf-blind education, from the mid-seventeenth century through the resolutions formulated by the Conference of Educators of Deaf-Blind Children, April 1953. Many anecdotes of the deaf-blind, e.g., James Mitchell, Julia Brace, Laura Birdgman, Helen Keller, etc., are incorporated.

_____. The Education of the Deaf-Blind. Lende, H., ed., "What of the Blind?" II. 1941, pp 62-73. An overview of the accomplishments and progress of the deaf-blind, including Ragnhild Kaata, Leonard Dowdy, Tad Chapman. Mr. Farrell explains the philosophy of and the successes with the oral Tadoma method of instruction employed at the Perkins School.

SELECTED BOOKS

Fish, A. G. Perkins Institution and its Deaf-Blind Pupils, 1837-1933. Watertown, Perkins Institution, 1934. Perkins Publications #11. 53 pp.

The story of Laura Bridgman and the system Dr. Howe used to teach her is followed by accounts of other early deaf-blind pupils at Perkins Institute. A detailed description of Helen Keller's development is included. As a late development at the Perkins School for the Deaf-Blind, the Phipps Unit is described.

Foner, Philip S., editor. Helen Keller: Her Socialist Years. International Publishers, New York, 1967, 128 pp.

This book is a collection of many of Helen Keller's speeches and writings during the early nineteen hundreds, chronicling her great concern for working class America, and her fight against blindness, which led to her support of socialistic reforms. In her visits to slum areas, Miss Keller recognized that much blindness was caused either by industrial accident due to lack of job safety, or extreme destitution driving women to a "life of shame." All her efforts were directed toward the removal of these oppressive conditions.

SELECTED BOOKS

French, R. S. From Homer to Helen Keller. American Foundation for the Blind, N. Y., 1932.

In his introduction Mr. French comments on the fact that blindness can cause decided dulling of the other senses. The loss of one sense does not mean increased acuity of the others. In general, other than pointing out Dr. Howe's success with Laura Bridgman, the later success of Anne Sullivan Macy with Helen Keller, and the methods of educating these blind and deaf girls, this book is devoted primarily to the education of the blind. However, the methods that work successfully with the blind, will do so also with the deaf. And the reverse is also true. On pp 184-187 the author emphasizes the importance of relating the word symbol of an object to the thing itself - reality in education as was used in the education of Helen Keller.

Gall, Elena D. The Child With Multiple Handicaps. In: Frampton, Merle E. and Gall, Elena D., ed.: "Special Education for the Exceptional." Boston, Porter Sargent, 1955. Vol. 2, pp 534-547.

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The author has compiled numerous charts, lists of statistics, and brief case studies, relative to multiple handicaps. She feels that the nucleus of deaf-blind education should be the building of many concepts of daily life and constant exploration of the world around the individual student.

Gesell, Arnold. Developmental Diagnosis. Chapter XIII-Blindness, p 255 - General developmental effects, ref. to speech, pp 258-259. Case 4, p 266.

A specific discussion relating blindness to the total "action system" of a child, and recommending early evaluation of maturational factors; further stating that blindness and deafness often affect morphology and growth potentials. The author states that one sense cannot substitute for another. Also, it is extremely doubtful as to whether there is any increase in the acuity of the intact senses. Two major problems of the blind are to achieve some degree of extroversion and overcome the use of words as a "subjective kind of verbalism." The case presented illustrates the favorable prognosis of a two year old blind boy, who has normal and undamaged growth potential.

*SELECTED BOOKS*

Graham, Milton D. Multiply Impaired Blind Children - A National Problem. American Foundation for the Blind, New York, 1968. pp 32-33.

A survey of multiply-impaired blind children in which two tables are given showing the number of children who are also deaf. Illustrated tables indicate the age of the children when the information was compiled, and the age at which the children became blind.

Harrity, Richard and Martin, Ralph G. The Three Lives of Helen Keller. New York, Doubleday & Co., Inc., 1962. 175 pp (approx.).

This book documents the interaction of the lives of Polly Thompson and Anne Sullivan Macy with Helen Keller. Many captioned period photographs are included.

Hayes, Lydia Y. World Conference on Work for the Blind, N. Y., 1931. Published 1932, American Foundation for the Blind. "The Deaf-Blind", pp 394-396.

The author briefly defines "deaf-blind" and traces the educational development from work done by Dr. Howe with Laura Bridgman, and by Anne Sullivan Macy with Helen Keller. This work formed the basis for all subsequent

policies of educating and employing the deaf-blind. Miss Hayes discusses the financing of this care and training and calls it a civic duty. She describes various jobs possible for the deaf-blind.

Hickok, Lorena A. The Touch of Magic. Dodd, Mead & Co., New York, 1961. 184 pp.

The author is a totally uninvolved third party in the Sullivan-Keller relationship. Most of her information seems to be from available writings or secondary sources. The focal point of the book is the enigma of Helen Keller never being publically accepted as a viable intellect, but rather as a young innocent bent by the caprices of Anne Sullivan Macy. Consequently, when Miss Keller wrote a manuscript proclaiming Sir Francis Bacon as the true author of the Shakespeare corpus, or an article on the prevention of blindness in children born of V. D. parents, it was Anne Sullivan Macy whom the public constantly blamed for corrupting that "dear, sweet, little wonderful child (Miss Keller)...".

SELECTED BOOKS

Holmes, O. W. Over the Teacups. Houghton Mifflin Co., Boston, 1890, pp 140-143.

In a short section Dr. Holmes records his impressions when he met Helen Keller, and includes one of her letters written at age 9 or 10.

Illingworth, W. H. History of the Education of the Blind. London, Sampson, Low, Marston & Co., Ltd., 1910. pp 105-116.

While attempting to deflate Helen Keller's successes, Mr. Illingworth, with perhaps more nationalistic fervor (England) than logic, has compiled a report on deaf-blind David Brown McLean (born December 12, 1892). The author ascribes most of McLean's knowledge and impressions to what he calls "brainwave theory."

Industrial Home for the Blind. Rehabilitation of Deaf-Blind Persons. A Joint Project of the Office of Vocational Rehabilitation and the Industrial Home for the Blind. Industrial Home for the Blind, Brooklyn, 1958, 1959. 7 v.

The results of this two year study are categorized in seven volumes.

V. 1. A Manual for Professional Workers and Summary Report of a Pilot Study. A general summary of main findings.

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V. 2. Communication - A Key to Service for Deaf-Blind Men and Women. Explores and discusses general methods of communication.

V. 3. Report of Medical Studies on Deaf-Blind Persons. All support services must be more vigorously applied to deaf-blind.

V. 4. A Report of Psychological Studies with Deaf-Blind. Psychological tools can be adapted for use with the deaf-blind. The degree of difficulty in rehabilitating the blind or the deaf-blind is the same.

V. 5. Studies in the Vocational Adjustment of Deaf-Blind Adults. Biggest problem is industry's reluctance to accept the seriously disabled.

V. 6. Recreation Services for Deaf-Blind Persons. Structured recreation is vital for rehabilitation.

V. 7. Survey of Selected Characteristics of Deaf-Blind Adults in New York State. Statistics and tables of characteristics are provided.

Jastrow, J. Bridgman, Laura, and Keller, Helen. Baldwin: "Dictionary of Philosophy and Psychology," Macmillan & Co., New York, 1901, v. 1. pp 143-146.

Dr. Jastrow states that the assimilation and elaboration

of ideas is measurably independent of the causative sensations. While the information-gathering, tactile sense of the deaf-blind may be slow, the idea or image, once formed, is normally accurate and complete. The case histories of both Helen Keller and Laura Bridgman are summarized.

_____. Fact and Fable in Psychology. New York, Houghton, Mifflin & Co., 1900. pp 345-360.

Dr. Jastrow discusses the psychological implications of recorded dreams of several then-contemporary deaf-blind individuals, including Laura Bridgman and Helen Keller. Among the author's conclusions was his statement that, based on the dream patterns considered, the brain center will function in the mode of its initial education, even though it is subsequently deprived of sense stimulation.

Lamson, Mary Swift. Life and Education of Laura Dewey Bridgman. Houghton Mifflin & Co., Boston; The Riverside Press, Cambridge, 1884.

The author was Laura Bridgman's teacher for a four year period. It is a full chronicle of Laura's education and

achievement through 1878. It also contains some original Bridgman writings and poems.

Leary, Lewis, editor. Mark Twain's Correspondence With Henry Huttleston Rogers, 1903-1909. University of California Press, Berkeley, 1969. pp 253-258.

Correspondence wherein Mark Twain asks Mrs. Rogers to interest her husband in supporting the continued stay of Anne Sullivan and Helen Keller at Radcliffe.

Lieber, Francis. Reminiscences, Addresses, and Essays. Vol. I. "Vocal Sounds of Laura Bridgman." J. B. Lippincott & Co., 1881. pp 443-497.

Most of Professor Lieber's article deals with language and its origins, as suggested by Laura Bridgman's sounds. She had 50 or 60 different sounds for specific individuals. She constantly repeated monosyllables, mainly. She made no oral identification of actions or things. Dr. Howe's arrival would be greeted with a "ts-ts-ts" sound. When boys touched her, she'd make an angered "f" sound. Unfortunately, most of her utterances could not be written.

SELECTED BOOKS

Lowenfeld, Berthold. Multihandicapped Blind and Deaf-Blind Children in California. California State Department of Education, Division of Special Schools and Services. 1968. A lengthy report with many tables and statistics relative to the captioned study. Specific recommendations include creation of deaf-blind centers where all the needs of this group can be met. In the interim, equal educational opportunities must be offered.

Maeterlinck, G. L. The Girl Who Found the Blue Bird, A Visit to Helen Keller. Trans. by Alexander Teixeira de Mattos. New York, Dod, Mead and Co., 1914. 130 pp.
Madame Maurice Maeterlinck transcribes conversation and gives full descriptions of her lengthy visits with Helen Keller. Many intimate opinions of Miss Keller are preserved: "What woman has not longed for love? But...I think it is forbidden me, like music, light,..." An oversensitive book, perhaps, but one that seemingly represents the emotional impressions of a sentient artist.

Mann, E. J. The Deaf and Dumb; or, A Collection of Articles Relating to the Condition of Deaf Mutes... Boston, D. K.

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Hitchcock, 1836. pp 91-102.

Mr. Mann, fascinated with the theatrical aspects of Julia Brace's sense of smell ("transcends even the sagacity of a spaniel"), provides another anecdotal word-picture of Miss Brace while she resided at the Hartford Asylum. As described, she seems more a successful side-show entertainer, rather than one who has made tremendous efforts to cope with her deaf-blindness.

Moor, Pauline M. No Time to Lose - A Symposium. American Foundation for the Blind, New York, 1969. 53 pp.

Teaching procedures and ideas for new techniques in the education of multiply impaired blind children are discussed. The plan or curriculum in the education field suggested for these children can be used to a certain extent in the development and education of the deaf-blind. Case studies are presented, and reading lists provided.

Olds, Benjamin. Deaf, Dumb, and Blind Persons. John Burnet, "Tales of the Deaf and Dumb". Newark, 1835. pp 120-143.

This book contains the reflections of a handicapped man, insuring its inherent value. The author, himself deaf,

presents brief but poignant sketches, gathered from period cited sources, of three deaf-blind people: James Mitchell, Julia Brace, and Victorine Morisseau. Much has been written about the first two, but little is known about Victorine Morisseau, other than she was born in Saintes, France, in 1790. She became totally deaf at a tender age, gradually losing all speech, and became totally blind at age twelve. She was a pupil of Abbey Perier, the successor of Abbey Sicard. She died in 1832.

Perkins School for the Blind. Children of the Silent Night: Services for Deaf-Blind Children Offered by Perkins School for the Blind. Perkins, Watertown, 1970. 15 pp. This pamphlet, with many very fine photographs, describes the Deaf-Blind Department at Perkins Institute and the services offered. Beginning with the evaluation of the child, it goes on to services to parents, the educational program, social life, and finally the training of teachers and child-care workers.

Richards, Laura E., editor. Letters and Journals of Samuel Gridley Howe. Chapter 2, "The Servant of Humanity, with

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notes by F. B. Sanborn." Dana, Estes & Co., Boston, 1909. pp 51-95.

The reports of Perkins Institution and journals of Dr. Howe, 1840 through 1844, give a full description of the development and education of Laura Bridgman. At first only able to give "signs" for members of her family and for familiar household objects, under the teaching of Dr. Howe, she quickly learned the manual alphabet and to read simple texts. Within a short time she could communicate qualities, for example, "sweetness." By 1844 the records reported her progress in religious instruction, and knowledge of God. Later Laura was able to help Oliver Caswell, also a deaf and blind student at Perkins Institution.

Richmond, M. E. What is Social Case Work? New York, Russell Sage Foundation, 1922. pp 5-25.

The author used the education and training of Laura Bridgman and Helen Keller as optima for social case workers. Individual personalities must be better served in order to obtain maximum individual adjustment to environment.

Ritter, C. G. Devices to Aid the Blind. Zahl, P. A., editor. Blindness, 1950. pp 415-418.

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Mr. Ritter first mentions the "Talking Glove," then the manual alphabet, and goes on to describe various experiments such as converting a braille writer into a touch system, the possible conversion of sound into mechanical energy, etc., as means of communication with the deaf-blind.

Robbins, Nan. Educational Beginnings with Deaf-Blind Children. (2nd ed.) Perkins School for the Blind, Publication #21, Watertown, Mass., 1960.

To meet the needs of deaf-blind children who are possibly educable, the Deaf-Blind Division of Perkins School for the Blind, has set up their Diagnostic Readiness Program. Its purpose is first, to diagnose and evaluate the child for future placement, and second, to train the child in readiness for the placement recommended. Miss Robbins' book is a detailed, practical guide to teachers, not only in the procedures of the program, but also in the daily problems of handling the child. The goal is to make the child into as "whole" a person as possible emotionally and socially, and later, if it is feasible, to prepare him for academic instruction.

SELECTED BOOKS

_____. Speech Beginnings for the Deaf-Blind Child - A Guide for Parents. Perkins School for the Blind, Publication #22, Watertown, Mass., 1953.

The normal child learns to talk by "hearing"; the deaf child learns by "seeing" others talk; the deaf-blind child learns by "feeling" how others talk. Learning to talk by "feeling" is a long drawn-out process and takes very special help. To help in this process parents can make the most of the child's potential by giving him love, appreciation, helping him do things - and taking time - lots of time - in helping him. Miss Robbins advises parents of a deaf-blind child with understanding and sympathy and tells them how they can prepare their child for the learning process from infancy on. She goes into great detail, considers many situations with helpful suggestions on solving problems.

_____. Auditory Training in the Perkins Deaf-Blind Department. Perkins School for the Blind, Publication #23, Watertown, Mass., 1964.

Miss Robbins discusses first, with technical detail, the mechanisms of hearing, and then describes different types of sound and the different reactions on individual children.

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Each child's problem is unique. Finally, Miss Robbins discusses speech and the relationship of hearing to the Vibration Method.

_____, and Stenquist, Gertrude. The Deaf-Blind "Rubella" Child. Perkins School for the Blind, Publication #25, Watertown, Mass., 1967.

A careful study of 28 "Rubella" deaf-blind children was undertaken by Miss Robbins and Mrs. Stenquist to show how these children might be classified and what educational programs might be developed to help them. No final conclusions could be reached. The authors presented tentative conclusions within four classifications: is the child educable; is he minimally educable; is he trainable; is he custodial. Facts were gathered from the histories of the children and observations made on the vision, hearing, and behavior of each.

Salmon, Peter J. "The Deaf-Blind."Zahl, Paul A., editor, in Blindness. Hafner, New York, 1963. pp 224-232.

Most deaf-blind people are afflicted with nervous tension, a deep sense of insecurity, and frustration. Dr. Salmon tells of the efforts of the Industrial Home for the Blind,

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Brooklyn, to alleviate these and other problems. However, the author calls upon society as a whole to generate humanitarian zeal for the improvement of the deaf-blind patient's over-all status, meet the challenge of finding a place for him in society, and be willing to learn to communicate with him.

_____. The Deaf-Blind Person: A Review of the Literature. The American Association of Workers for the Blind: "Blindness 1966." 1966. pp 29-35.

Works pertinent to the deaf-blind were surveyed. It was suggested that the literature reflected the individual writer's personal involvement with his subject (person), rather than objective analysis. Evidence confirmed that the deaf-blind can be educated but there was little support for specific educational and rehabilitation techniques. Ten future research projects were proposed, including the hope for ways to improve the general mental health of deaf-blind people.

_____. Out of the Shadows. Final Report of the Anne Sullivan Macy Service for Deaf-Blind Persons. National

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Center for Deaf-Blind Youths and Adults, New York, 1970. 103 pp.

The Anne Sullivan Macy Service, 1962-1969, showed what could be done for the deaf-blind and what they themselves could do, and also stimulated the interest and gained the support of the general public in a broad effort to help these unfortunate people. At the disbanding of this service, its work, on a larger scale, was taken over by the National Center for Deaf-Blind Youths and Adults. A federally sponsored program, it was, by contract, opened and operated by the Industrial Home for the Blind, Brooklyn.

Smithdas, Robert J. Life At My Fingertips. Doubleday and Co., Garden City, New York, 1958. 260 pp.

An autobiography which covers the life of deaf-blind Robert J. Smithdas through age thirty-three. A poignant chapter, wherein the author recreates his agonizing decision to forego marriage in favor of completing his college education, is particularly engrossing.

Verstrate, Donna. Social Group Work with Deaf-Blind Adults. Social Welfare Series #1. American Foundation for the

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Blind, 1959. 55 pp.

This pamphlet is based on a five month study of twenty-two deaf-blind men associated with the Industrial Home for the Blind. The author concluded that the manual alphabet was the most effective individual, and group, means of communication. She specifically recommended the training of helper-volunteers and the individualization of programs to meet the particular needs of each deaf-blind person.

Volta Bureau. Helen Keller Souvenir, No. 2, 1892-1899; Commemorating the Harvard Final Examination for Admission to Radcliffe College, June 19-30, 1899. Washington, D. C., Volta Bureau, 1899. 65 pp.

This book, complete with period pictures and illustrations, has articles about Helen Keller written by Alexander Graham Bell (instruction of Helen Keller), Anne Sullivan (methods used), Mr. Arthur Gillman (Helen Keller's college prep work), and Merton S. Keith (chronological statement of Helen Keller's studies). Mr. Keith candidly discusses Miss Keller's scholastic achievements and failures.

SELECTED BOOKS

Ward, B. M. Recalled to Life. Good Words, 1897. pp 272-275.

The author gives a brief account of Therese Exner, deaf-blind victim of scarlet fever, born in the United States of German parents, and subsequently educated at the Institute for Deaf Mutes in Wurzburg, Bavaria. She was able to speak in a clear, distinct voice.

Wilson, L. L. The New Schools of New Russia. New York, Vanguard Press, 1928. pp 86-89.

While Russian schools for the handicapped are well-equipped with efficient teaching, their ultimate function is to provide new experimental conclusions which can be applied to the education of the non-handicapped. For example, constant study of the relationship between the deaf-blind and their environment becomes the basis of a dynamic pedagogy--"a science of organization of human behavior."

Worchel, Philip and Dallenbach, Karl M. "Facial Vision": Perception of Obstacles by the Deaf-Blind. American Foundation for the Blind Research Bulletin #13, July 1966. pp 55-112.

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After a series of tests with ten deaf-blind men and women who were selected for their ability to get about alone, it was shown decisively that the deaf-blind do not possess the "obstacle sense" and are incapable of learning it. The "obstacle sense", possessed by many blind persons, is dependent on auditory stimulation.

# THE AMERICAN ANNALS OF THE DEAF

An Annotated Bibliography of Articles

on the Deaf-Blind

1848-1970

Porter, Samuel: Particulars Respecting James Mitchell, A Person Deaf, Dumb and Blind from Birth. SUPPLEMENT TO THE AMERICAN ANNALS OF THE DEAF AND DUMB. July, 1848, 1, (#4), pp 246-258.

A synoptic collection of period reports describing the activities of 19th century, Scottish, James Mitchell, born deaf-blind. Although Mitchell lacked any formal education, he seemed to possess a developed intellect and an insatiable curiosity. However, he did strongly object to doing any assigned work, and rarely finished any started task. He much preferred his greatest passion: clothes.

Miscellaneous by the Editor. SUPPLEMENT TO THE AMERICAN ANNALS OF THE DEAF AND DUMB. July, 1848, 1, (#4), p 259.

Quoted is a report appearing in Governor John Winthrop's History of New England (Savage, Vol. II, p 235) dated September 3, 1637, expressing amazement that an old deaf-blind woman residing in Ipswich, Mass., could assimilate information communicated by her son finger-writing in her palm. Contrarily, it was the Editor's opinion that the only remarkable thing was the fact that this obvious adventitious loss occurred so late in life.

THE AMERICAN ANNALS OF THE DEAF

Burnet, John R.: The Case of Laura Bridgman. 1856, 8, pp 195-172.

The author, himself deaf, presents a moving portrait of Laura Bridgman and comments on her achievement to date. Most of the information seems to be from secondary sources.

Howe, Samuel G.: Laura Bridgman and Oliver Caswell. 1875, 20, pp 100-110.

Dr. Howe reviews his twenty years with Laura Bridgman, enumerating her accomplishments and detailing her character development. He regrets openly not having made an attempt to teach her to speak. Dr. Howe writes mellifluously of the personal interaction between Oliver Caswell and Laura Bridgman, carefully illustrating the differences in their temperaments and intellects. An interesting article reminding the reader that, despite similar severe handicaps, the individuality of the human spirit is still preserved.

Wallis, George: Mary Bradley and Joseph Hague. 1878, 23, pp 23-33.

Mr. Wallis presents a summary of his book, Language by

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Touch, wherein he describes the education of Mary Bradley, deaf and blind since age four, and Joseph Hague, born deaf, and blind since age two. They were classmates and close friends at the Manchester Institution for the Deaf and Dumb. Mary remained in the Institution, but Joseph was eventually able to support himself in a workshop situation.

Ray, Luzerne: SUPPLEMENT TO THE AMERICAN ANNALS OF THE DEAF AND DUMB. 1879, 24 (#3), (containing a reprint of Vol. II): "Anna Temmermans", pp 12-21.

Anna Temmermans, born in Ostend, Belgium, in 1818, was blind at birth and deprived of hearing in early infancy. She lived, uneducated, in extreme poverty, until age twenty, when she came under the tutelage of Abbey Carton, Director of the Institution for the Deaf and Dumb and the Blind, Bruges, Belgium. A summary of the girl's appearance, mannerisms, etc., plus an opaque account of her education is presented, translated from Abbey Carton's book, Sourd-Muet et l'Aveugle.

Woodruff, Lucius: SUPPLEMENT TO THE AMERICAN ANNALS OF THE DEAF AND DUMB. 1879, 24 (#3), (containing a reprint of Vol. II), "Julia Brace", pp 65-74.

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This article provides a detailed sketch of Julia Brace at age forty-one, after twenty-seven years of residence in the American Asylum for the Deaf. While she was accomplished in many respects, two attempts, at age 18 and 35, to instruct her in manual spelling and word comprehension failed. However, she did have an extensive language of deaf signs. One communicated with her by manipulating her hands to form the appropriate signs.

Fuller, A. A.: Sophia Augusta Hutson, a blind deaf-mute. 1879, 24, pp 90-100.

Sophia Augusta Hutson was born blind and deaf on August 1, 1856. She was five before her parents attributed her silence to deafness. At sixteen, she received her first language training. The author, Sophia's teacher for ten months, taught her the manual alphabet and simple signs for objects in her immediate environs. Within a short time, Sophia had accumulated a useful vocabulary, plus communication skill.

Hall, G. Stanley: Laura Bridgman. 1879, 24, pp 202-228.

Laura Bridgman was tested psychologically, had all her writings analyzed, and her dreams probed. Interestingly,

she had only a few unspecific and naive sexual dreams, and it was Dr. Hall's observation that her sexual instinct had never fully materialized. This conclusion, as well as many others, are amplified in this article.

Fay, E. A.: Blind and Deaf Persons. 1887, 32, pp 233-236.
Brief period reports on four deaf-blind people: James Caton, Albert A. Nolen, Agnes O'Connor and Helen Keller. Most of the presented information had been gathered from secondary sources.

Anagnos, M.: Helen Keller. 1888, 33, pp 96-106.
This article contains information extracted from the 56th Annual Report of the Perkins Institute concerning the first few months of instruction of Helen Keller by Anne Sullivan. An 1887 letter written by Helen Keller, very legible and showing familiar ease of pronoun usage, is reproduced. Correspondence from Miss Sullivan details her teaching plan and the progress made. She describes Helen Keller as having strong powers of imitation, retentive memory, insatiable curiosity, and quick perception of relations to things.

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Dantzer, C. O.: "Miscellaneous Section", 1888, 33, pp 85-87.

A report on the education and progress of Clarence Selby, blind and deaf at age 8, who was enrolled at Le Couteulx, St. Mary's Institution for the Improved Instruction of Deaf Mutes, Buffalo, N. Y. It's interesting to note that he conversed with hearing people using an alphabet glove, "after A. G. Bell's method of teaching a young deaf mute."

Lamson, M. S.: Ragnhild Kaata. 1890, 35, pp 217-219.

Ragnhild Kaata became deaf and blind at age three. She was educated at an oral school for the deaf, Hamar, Norway, and was constantly surrounded by non-signing, oral deaf students. She had a "natural voice and perfect articulation." She understood her teacher by placing her hands on his lips and throat, but other people wrote words in her palm and she repeated them. Unfortunately, the author does not elaborate on the method of instruction used.

Fay, Edward: Helen Keller. 1891, 34, pp 162-164.

The account of the initial visit between Helen Keller and Dr. Job Williams, Principal of the American Asylum, as it appeared in the February 20, 1891 issue of The Hartford

Current, is reprinted. Dr. Williams records his impressions of Helen Keller and enumerates her accomplishments to date.

Fuller, Sarah: How Helen Keller Learned to Speak. 1892, 37, pp 23-30.

Sarah Fuller was Helen Keller's speech teacher. In this article, she gives her teaching plan and delineates her methods. Also, letters, excerpts, etc., from Helen Keller reporting how she learned to speak and some of her conversations are included.

Sullivan, Annie M.: How Helen Keller Acquired Language. 1892, 37, pp 127-154.

This article consists of letters from Annie M. Sullivan regarding Helen Keller's natural aptitude for language, and an explanation of the charge that the supposedly original story, Frost King, written by Helen Keller, is plagiarized from Margaret T. Canby's story, Frost Fairies. Both manuscripts are reproduced.

Williams, Job: Is Helen Keller a Fraud? 1892, 37, pp 155-159.

Mr. Williams continues the plagiarism discussion and admits

that the Helen Keller writing, Frost King, should not have been published as original but as a reproduction. It is his opinion that she should be acclaimed as a prodigy, rather than condemned, since she was able to recall in such detail a story she had been told once three years before.

Fay, Edward: "Miscellaneous Section", 1893, 33, pp 238-240.

Dr. Fay rebuts an editorial which appeared in the newspaper Palmetto Leaf, dated April 29, 1893, wherein the veracity of the speaking ability and lip-reading method of Helen Keller was seriously challenged. He conceded that if Miss Keller had any serious speech defect, it was its noble and elevated style, resembling the prose and verse of fine books.

Gilman, A.: Miss Helen Adams Keller's First Year of College Preparatory Work. 1897, 42, pp 387-396.

The author, Director of the Cambridge School for Girls, Cambridge, Mass., details in length the 1896-1897 school year curriculum of Helen Keller. Part of the article is devoted to her achievements on the preliminary exams for Radcliffe College.

Waldstein, Charles: Helen Keller's Sub-Conscious Retention of Early Impressions. 1898, 43, pp 61-63.

An interesting but sketchy report of an experiment where two songs Helen Keller heard before she lost her hearing and sight at 19 months were played on the piano, some 16 years later. Miss Keller, receiving the musical vibrations through her hands, recognized the songs and uttered some words from a different song her father had sung only after her calami[illegible]s illness. Dr. Waldstein concluded that early aura[illegible] impressions on Miss Keller's brain persisted and a rel[illegible]onship between skin vibrations and sound memory pattern[illegible]med to be present.

Chamberla[illegible]. E.: Helen Keller as She Really Is. 1899, 44, pp 2[illegible]1.

He[illegible]ller lived at the author's home for a one year per[illegible]rior to her Radcliffe College entrance exams. Mr. Cha[illegible]lain recounts her background, past history, and many an[illegible]otes regarding her life. He tells of many occasions w[illegible] his three and five year old children were enthralled [illegible] the numerous stories Miss Keller poured from a [illegible]mingly endless memory. Curiously, the author sums up

her thinking on "sociological matters" as liberal, contrasted to Anne Sullivan's conservative views.

Wade, William: A List of Deaf-Blind Persons in the United States and Canada. 1900, 45, pp 317-324.
The author lists the deaf-blind by institution with a brief description of their progress. He excludes all those who have either sight or hearing "for practical use." There is also a section entitled, "Reported Cases That Are Neither Deaf Nor Blind Or Are Not Properly Classed As Such."

Robinson, Stanley: The Education of the Deaf-Blind at the New York Institution. 1900, 45, pp 376-383.
An article of historical interest, written by a deaf-blind man, which describes the schooling of three deaf-blind boys at the New York Institution for the Education of the Deaf and Dumb. The author, who attended the same school, writes of his assistance with the early training of deaf-blind James H. Caton, approximately 1877. Robinson concludes by writing a plea, "for Mr. Edison, the wizard," to invent an artificial hand capable of spelling the contents of a book into the hand of a deaf-blind person.

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Clarke, Edward: A Deaf-Blind Writer at Work. 1901, 46, pp 327-329.

Stanley Robinson, deaf at 9 with defective sight, became totally blind a year or two before he completed the New York Institute for the Deaf. Mr. Clarke, a teacher at the Institute, describes the manner in which Robinson composes articles for publication.

Barrett, E. M.: The Importance of Early Training for the Deaf-Blind. 1903, 48, pp 149-155.

Mrs. Barrett, a teacher of the deaf-blind at the Texas School, discusses the vast difference between those children born congenitally deaf-blind and those who lose their sight and hearing in early infancy. She also suggests that the home is the best place to develop senses and instincts of the deaf-blind under 8 years.

Jenkins, W.: Helen Keller, The Story of My Life. 1903, 48, pp 285-294.

Mr. Jenkins, an instructor in the Alabama School, presents an ordinary review and summary of Miss Keller's book, "The Story of My Life." His chief interest seems to be tracing the nobility and history of the Keller family.

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Barrett, E. M.: The First Training and Instruction of the Deaf-Blind. 1904, 49, pp 124-132.

As the result of Helen Keller's life history appearing in a popular magazine, a multitude of instructional methods and advice erupted, some from very unlikely sources. Mrs. Barrett, Principal of the Texas School for Imbeciles and Defectives, shares her practical knowledge, having trained 6 deaf-blind children herself. Her advice is clearly stated in definitive steps, and relates to both the congenital and adventitiously afflicted. An informative article by an experienced teacher.

Morris, Minnie E.: The Training of a Congenitally Deaf-Blind Child. 1904, 49, pp 167-171.

The author, a teacher of the deaf-blind in the Mississippi Institution, relates her experience with Maud Rainey Scott, born deaf who lost her sight soon afterwards. In two years, the child, now seven, had learned to walk, feed herself, and exercise self-control.

Fox, Thomas F.: The Education of Deaf-Blind Children in the New York Institution for the Instruction of the Deaf and Dumb. 1904, 49, pp 240-251.

First, the author reviews the past successes of James H. Caton, Stanley Robinson, Richard S. Clinton and Martha E. Morehouse. Next, he describes four adventitiously deaf-blind pupils then undergoing instruction: Katie McGirr, Catherine Pederson, Ella Hopkins, and Orris Benson. Mr. Fox feels that "several" deaf-blind pupils can be instructed by one or two teachers using flexible scheduling. For example, while Orris Benson was receiving speech lessons, Miss Barrager, a deaf teacher, was reading into the hands of Ella and Katie. Katie, in turn, repeated into Catherine's hands. Mr. Fox stated the essential here is "that the teacher is competent and has her heart in her work."

Nordin, Elizabeth A.: The Care and Instruction of the Blind-Deaf. 1905, 50, pp 125-140.

Elizabeth Nordin, Principal of the Queen Sophia Institute for Blind Deaf Mutes in Sweden, in florid, often Christian rhetoric, states her teaching plan for the deaf-blind. The main objective is to develop the deaf-blind person's moral and mental capacities. Secondarily, language must be built up and care provided after education is completed.

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Rice, Delia: The Importance of Teaching the Blind-Deaf to Work. 1905, 50, pp 392-396.

Miss Rice feels, while academic subjects may have limited intrinsic value in later life for the deaf-blind, they are the steps toward the goal of student happiness. She strongly urges teachers to build and strengthen ambition in their students and derides the prevalent "...erroneous theory that continual entertainment must be provided..."

Jones, J. W.: The Education of the Deaf-Blind. 1906, 51, pp 359-366.

Leslie Oren, deaf and blind at age two, was enrolled in the Ohio Institution. His teacher stayed with him constantly and began by teaching him names of articles of food. His early education was inductive. After six years, the inductive and deductive methods were used.

Anagnos, M.: Thomas Stringer. 1906, 51, pp 473-487.

Thomas Stringer became deaf and blind at age 3. In April, 1891, he arrived at the Perkins Institute. Mr. Anagnos details the boy's progress. The most salient features are his growing independence with less reliance on his

teacher, his methodical study habits and excellent memory and his strong interest in physiology.

Love, James Kerr: Cerebral Physiology and The Education of Deaf Children. 1909, 54, pp 293-327 (Deaf-Blind Chapter, pp 311-318).

Dr. Love, Aural Surgeon, Glasgow Royal Infirmary, and Aurist, Glasgow Institution for the Deaf, compares Laura Bridgman and Helen Keller. Two salient points emerge: both heard and saw for the first two years of life and this most certainly influenced later thought processes; and, one cannot validly postulate the intelligence difference between the two girls as resulting from language center development.

Wade, William: The Senses of the Blind-Deaf. 1909, 54, pp 451-455.

Mr. Wade comments upon the results of "carefully conducted experiments" on the deaf-blind performed by Mr. M. Kunz of Illzach-Mühlhausen. Many of the points are contemporary in their controversiality, i.e., the blind can distinguish colors by touch, deprivation of one sense is

not measurably balanced by increased development of the remaining senses, etc.

Keller, Helen: The Value of the Sense of Smell to the Blind-Deaf. 1910, 55, pp 282-284.

Helen Keller describes various environmental situations where her sense of smell provided her with necessary information to complete a mental picture.

Wellstein, Carl T.: Helen Keller in Berlin. 1911, 56, pp 96-98.

Accounts of various people who thought Helen Keller's abilities were exaggerated until they met and conversed with her. Also, Dr. Wellstein recalls a situation where Miss Keller acted as a French-German interpreter, between him and a French teacher of the deaf.

Wade, William: The Sense of Smell in the Deaf-Blind. 1911, 56, pp 270-271.

Mr. Wade rails against those who could curtail the deaf-blind use of smell because it is considered nasty or impolite to smell people.

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Barrett, E. M.: The Sense of Smell in the Deaf-Blind. 1911, 56, pp 272-274.

Mrs. Barrett deplores the ignorance of those who consider smell a less aristocratic sense than touch or sight.

Wade, William: The Truth About Helen Keller. 1911, 51, pp 333-334.

Despite the title, the author writes of the reported feelings and emotions of blind-deaf Miss T. J. Patterson of England as she addressed a Christmas service dinner held for 30 poverty-stricken men.

Bolton, Thaddeus L.: The Psychology of the Deaf-Blind. 1915, 60, pp 222-227.

Dr. Bolton, Professor of Psychology, University of Montana, wrote that Helen Keller was "not so badly off as one would suppose." He maintained that her brain was well-grown and the outlines of intelligence formed before her affliction. His thesis, information from the eyes and the ears must be translated into terms of touch and muscle sense to have meaning, led him to believe that the center of all knowledge resided in the skin and muscles. Thus, Miss Keller was not so remarkable.

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Fearon, James: Charlie Crane. 1917, 62, pp 365-369.

Mr. Fearon, Principal of the Halifax School, Halifax, Nova Scotia, presented a brief chronicle of the education of Charlie Crane, deaf and blind since the age of nine months. At age ten, he had acquired a two thousand word vocabulary and a very pleasant speaking voice.

Gammon, Vera: Three Doors to Knowledge. 1919, 64, pp 434-439.

This is a graduation essay delivered by deaf-blind Vera Gammon in signs at the commencement exercise held at the Minnesota School. Miss Gammon explained how she utilized the three doors--taste, smell, touch--to gain knowedge.

Hansen, B. M.: The Education of Vera Gammon. 1919, 64, pp 431-434.

A brief article on a graduate of the Minnesota School. Unfortunately, little information is provided as to the methods employed in her education.

Joiner, Enfield: Oma Simpson. 1920, 65, pp 424-428.

Oma Simpson was born on July 8, 1902, presumably deaf. Sometime before her fourth birthday, she went blind.

She was educated at the Kentucky School by the oral method, and after ten years of schooling she achieved at the 7th-8th grade level an acquired vocabulary of 2500 words with "excellent voice and lip-reading."

Crissey, Forrest: Willetta Huggins. 1921, 66, pp 489-493. An excerpt from the November, 1921, Ladies Home Journal which glowingly details the feats of deaf-blind Willetta Huggins, i.e., able to tell colors by smell, understand speech by feeling the speaker's throat, etc., without much attention to medical or scientific opinions.

Balis, Sylvia C.: They Who See Darkly. 1922, 67, pp 99-111. Mrs. Balis, instructor in the Ontario School, Belleville, Canada, relates a series of anecdotes of deaf-blind students she had taught. Additionally, she touches on education of the feeble-minded with impaired sight and vision.

Jastrow, Joseph: The Will to Believe. 1922, 67, pp 291-300. This article is a condensed reprint from the June, 1922, The Journal of The American Medical Association. Dr. Jastrow examined Willetta Huggins, a 17 year old deaf-blind

girl allegedly able to distinguish colors by smell and able to understand spoken language through a rod placed on the speaker's head. After testing, Dr. Jastrow concluded that Miss Huggins was possessed of "slit-vision" and consequently she could see the colors when she raised them to her nose. He also noted that once when she was receiving speech the rod was not on the speaker's head. Therefore, he tentatively classified Miss Huggin's deafness as hysterical.

Coleman, Grace D.: The Efficiency of Touch and Smell. 1922, 67, pp 301-325.

The author provides a lengthy and careful exploration of the senses of touch and smell. She states that the potential of touch is limited by individual mentality, training, and environment. Laura Bridgman had tactile sensibility 2-3 times as great as ordinary people, while Helen Keller had reached the apex of tactile development. Truly, touch, along with our kinesthetic organs, gives us our firm idea on reality.

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Williams, T. J.: Extraordinary Development of the Tactile and Olfactory Senses. 1922, 67, pp 418-432.

This report is a reprint from the October 14, 1922, Journal of the American Medical Association, and answers the statements of disbelief regarding Willeta Huggins expressed by Joseph Jastrow in an article entitled, "The Will To Believe," (AAD 67, 1922). Mr. Williams, with the admitted frailest of evidence, still maintains that Miss Huggins, positively deaf-blind, can distinguish colors by smell. He feels that "...she presents an example of the development of certain special senses..."

Frick, Kathryne M.: Shall the Deaf-Blind be Educated in Residential Schools for the Deaf? 1931, 76, pp 496-497.

Miss Frick proposes that the deaf-blind student be educated, with a special teacher in attendance, until language is obtained. Then the student should be transferred to a school for the blind where Braille and special books are readily available.

_____: Some Unpublished Fragments from 'In The Dark Alone'. 1932, 77, pp 147-161.

Using the notebooks of her teacher, deaf-blind Miss Frick

has gathered together some previously unpublished anecdotes which reflect her struggles with idiomatic English. She writes a particularly interesting piece showing how she learned the relationship between check, money, expenses, etc. A good first-person account of the workings of the deaf-blind intellect and an illustration of the steps in student understanding needed for a successful learning experience.

Neuschutz, Louise I.: Proposed Measures for the Relief of the Deaf-Blind. 1933, 78, pp 427-430.

The author briefly mentions Tad Chapman and Leonard Dowdy, Perkins students, using a Phipps Unit, a bone conduction device held in the teeth to pick up sound waves. She writes of Helen May Martin of Olathe, Kansas, born deaf and blind, "who plays piano brilliantly." Miss Martin heard the pianist Paderewski by holding an empty syrup can in her lap, her fingers catching the vibrations from the hollow tin.

Farrell, Gabriel: Extension of the Work of Perkins Institution. 1935, 80, pp 157-159.

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Mr. Farrell, Director of the Perkins Institute, describes his teacher-training program for the deaf-blind. The applying school district would send a selected trainee to Perkins for three months instruction. In turn, Perkins would provide a well-trained teacher as a replacement for the three-month period.

Fish, Anna G.: Laura Bridgman. 1937, 82, pp 402-405.

Miss Fish provides a short history of Dr. Howe and Laura Bridgman. She notes that "articulation" is the new first step in the education of the deaf-blind replacing the old practice of teaching the manual alphabet and the using of embossed letters.

Fusfield, Irving S.: Miscellaneous Section, "A School for the Deaf-Blind." 1938, 83, pp 190-192.

This article is based on information which appeared in the New York Herald Tribune March 9, 1938, describing the unit for the deaf-blind in the newly opened New York Institute for the Education of the Blind. Among the interesting items was a "floating floor" which purportedly aided in the communication of vibrations to the 15 deaf-blind students enrolled.

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Martin, Earl: Something To Me. 1942, 87, pp 209-211.

Earl Martin lost his sight and most of his usable hearing at age five. He writes a very poignant story of a lonely man who tries to adapt to the normal world by limiting his sphere of activities. As he states, "It's not easy to find people who will bother with a deaf-blind person. So much patience is required!"

Fauth, Bette L. Robinson, Stanley; A study of the Proceedings of the Convention of the American Instructors of the Deaf, 1850-1949; Deaf-Blind. 1950, 95, pp 303-306.

Mrs. Fauth gives a review of the Proceedings and briefly discusses the education of deaf-blind children and adults from 1851 to 1927 and the methods used by their teachers. The establishment of special schools for the deaf-blind was suggested as a better solution than putting these doubly-handicapped children in schools for the blind or schools for the deaf.

Dinsmore, Annette: National Approach to the Education of Deaf-Blind Children. 1953, 98, pp 418-430.

The author opines that the teacher of the deaf-blind must have a thorough groundwork in the education of the deaf,

using the oral method as "deafness is the major problem in the education of the deaf-blind." She goes on to describe the beginnings, scope, and ambitions of the National Study Committee on the Education of the Deaf-Blind.

Doctor, Powrie. V.: Multiple Handicaps in the Field of Rehabilitation. 1958, 103, pp 409-413.

The author emphasizes that the handicap of deafness not only indicates a weakness in speech but points to definite weaknesses in language and reading. He calls on all in special education to adjust their thinking and realize these 'deaf' children have other handicaps besides not hearing.

Myklebust, H.: The Deaf Child with Other Handicaps. 1958, 103, pp 496-509.

Dr. Myklebust provides tables, charts and discussion of children who suffer from deafness plus other of his six categorized handicaps. He writes from the deaf-oriented point of view and gives little specific attention to the deaf-blind.

NEW BEACON

An Annotated Bibliography of Articles

on the Deaf-Blind

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Merrick, W. P.: Harald Thilander. 1922, 6, pp 15-16, and 1926, 10, pp 5-7.

Harald Thilander, born in 1877, lost sight and hearing at the age of seven, followed by years of illnesses. In his middle teens he awoke to a keen desire for knowledge. He became an excellent student, learned braille, espoused Esperanto as an universal language for the blind. His service as editor of the Swedish Weekly Braille Magazine was a contribution and source of encouragement to many.

"Personalities in the World of the Blind, Miss Helen Keller." 1928, 12, pp 7-10.

This article describes the life and education of Miss Keller, her many accomplishments and wide range of interests. Much credit is given Mrs. Anne Sullivan Macy, teacher, and Miss Polly Thompson, companion, of Miss Keller.

Tate, W. H.: The Deaf-Blind. 1932, 16, pp 102-103.

A paper, given at a conference for home teachers, suggests ways in which to make the relationship between the home teacher and his deaf-blind client more satisfactory, and ways to open up the lives of these doubly afflicted

persons without sight or hearing. Mr. Tate points out the importance of enlisting the interest and services of the outside world.

Taylor, Mrs. E. M.: The Rainbow. 1934, 18, pp 29-32.
The honorary editor of "The Braille Rainbow" tells of the creation of this special magazine for the deaf-blind. Started in 1929, 5 copies only, by 1933 there were 200 copies sent to many parts of the world. There was also provided a "Moon" edition for those who could not read or learn braille.

Clydesdale: Address on the Deaf-Blind. 1935, 19, pp 72-73.
This is an introductory address given at the Newcastle Conference on the Deaf-Blind in which the speaker gives the number of deaf-blind in England and Wales, their general condition, and what volunteer services can be offered them.

Langelaan, G. L. A.: Out of the Night; How Deaf, Dumb and Blind Children are Educated at Poitiers. 1935, 19, pp 181-184.

The writer describes a visit to the Institution de Larnay in France during which he is greatly impressed by some of their achievements, notably with Marthe Heurten and Bernard Ruez. The methods used in teaching these two deaf-blind children are given in detail.

Taylor, E. M.: Occupational and Recreational Opportunities for the Blind-Deaf. 1935, 19, pp 234-237.

With suggestions for making the lives of the deaf-blind fuller and more interesting, the writer lists types of work appropriate for them and points out differences in ability among them.

Le Pla, F.: Some Aspects of the Deaf-Blind Problem From Within. 1936, 20, pp 225-228, 266-269, 294-296, 323-325.

The subjects of the four sections of this article are:

1. The isolation of the deaf-blind. The writer describes the loneliness, pent-up thoughts and feelings and the sense of helplessness.

2. Some ways of helping. There are many things friends and teachers can do.

3. Depression and suspicion. The dangers of these and

their effects on physical health of the deaf-blind are discussed with suggested approaches to the problem.

4. The hunger for beauty. Channels of approach for impressions and conceptions of "beauty" are through the senses of smell and touch.

Cripps, V. E.: Some Aspects of Deaf-Blind Life from the Point of View of the Sighted and Hearing Companion. 1937, 21, pp 145-148.

The author describes a personal friendship with a deaf-blind woman and the lack of strain in the relationship. She writes of walks, holidays, of the inner fellowship possible, and the problems solved in this friendship.

Le Pla, F.: A Terrible Ordeal. 1939, 23, pp 150-151, 179-180, 207-208, 240-242, 293-294, 321-322, and 1940, 24, pp 18-19.

A blind and deaf woman discusses the relationship of the deaf-blind to the rest of the world. She asks: is taking care of a deaf-blind friend or relative an ordeal and sacrifice which should be expected of any one? She points out that sighted-hearing people can be "ordeals" as well

as deaf-blind persons. There is nervous strain and compensation on both sides. Use of exaggerated phrases such as "terrible ordeal" should be avoided.

"Merlyn" *: Behind the Silent Facade. 1942, 26, pp 17-20.

A young man stricken with deafness and, later, blindness during his active productive years, writes of his adjustment to this tragedy. He speaks of the unfairness of labeling the deaf-blind "mentally deficient." He describes what it is like to be deaf-blind and the use of the sense of touch as a link with the world.

Evans, E.: The Deaf-Blind: An Emphasis on Deafness.

1942, 26, pp 40-42.

The writer suggests that there is a real need for an instructed body of volunteer helpers to assist in breaking down the double handicap of blindness and deafness. For deafness the author describes various aids to communication: lip reading, mechanical and electrical hearing aids. For the deaf-blind, the manual alphabet is a means of "talking" and breaking through the isolation.

* Pseudonym of A. R. Soulthorpe

Lowe, P.: The Teaching of Handicrafts to Deaf-Blind Persons. 1942, 26, pp 173-175.

The keynote to success in teaching handicrafts to the deaf-blind is patience. Each one needs individual tuition. The writer gives steps in teaching basket making, hand loom weaving, machine knitting. He feels the secret of happiness for these handicapped people is an occupation.

"Merlyn": This Deaf-Blindness. 1944, 28, pp 21-23.

A deaf-blind man discusses the continued efforts he must make in order to keep in touch with the outside world. He feels it is possible to find his place in the economic and social world, given the right training and teaching. He speaks of the two factors of isolation: the deaf-blind person himself and the reactions of the sighted-hearing people to him.

_____: Aspects of the Deaf-Blind Problem: Some Thoughts After Reading an Article. 1945, 29, pp 21-24.

The writer pleads for specially trained workers to be employed in the education of deaf-blind persons and in welfare work with them. He blasts generalizations about the deaf-blind - no more "mental kinks", insanity, or

suspiciousness in them than in other groups of people. The general public has to be educated in its attitude.

Brown, D. D.: Improving the Conditions of the Deaf-Blind. 1945, 29, pp 211-212.

A deaf-blind man makes suggestions on the treatment of the deaf-blind in schools for the blind. He feels they should be given opportunities to learn a trade. He states problems of care when the doubly-handicapped are not "employable." Special schools, home teachers, and welfare workers are then needed.

"Merlyn": A New Approach to the Problems of Deaf-Blindness. 1946, 30, pp 161-163.

The writer gives ways to assist the deaf-blind person to become "one", so that both inside and outside the home he is accepted as a normal person in every way except for his need of special means of communication and a guide when he goes about the streets. A newly deaf-blind adult can be taught attitudes of mind to free him and fit him into "ordinary life."

Le Pla, F.: Attitudes to the Deaf-Blind - Wrong and Right. 1947, 31, pp 100-102, 121-122.

Attitudes such as begrudging help to the deaf-blind, treating them as not quite human, misleading them, are wrong. The deaf-blind must be able to trust those about them, share family troubles and happinesses, and must be made to feel included.

Barrie, S.: Mrs. Alice Chapman, Deaf-Blind Australian. 1948, 32, pp 192-193.

Mrs. Chapman, blinded and deafened at three, was taught by Miss Reid of the New South Wales Blind Institute to use the manual alphabet, read braille, do handwork, and generally lead a happy out-going life. She was happily married to a deaf-blind man. She was a friend and admirer of Helen Keller.

"Pat": Episodes in the Life of a Deaf-Blind Woman. 1950, 34, pp 65-66.

The writer tells that with courage and determination her double handicap did not put a stop to her normal activities. She was able to run her house, do her shopping, etc., and keep up her friendships.

"Merlyn": Advice to a Newly Deaf-Blind Man. 1951, 35, pp 1-3.

Based on personal experience, the writer advises the newly deaf-blind in a very practical manner: he should take stock of himself, his appearance, his way of walking, and he should convince the sighted and hearing that he is "master of his own life."

Lowe, P.: The Occupation of the Deaf-Blind. 1951, 35, pp 125-127.

A report of the activities at Tate House, a home for the deaf-blind conducted by the National Institute for the Blind, in which the writer tells of the training and treatment of new residents. Communication, as well as learning various handcrafts, are emphasized. The writer feels the secret of happiness for the deaf-blind is an occupation.

Dauncey, H. E.: The Training and Employment of a Deaf-Blind Machine Tool Operator. 1952, 36, pp 97-100.

This is a detailed description of the training of a young deaf-blind woman in a series of machine operations which she learned quickly and intelligently, passing set standards

for quality and quantity, and going on to more complicated machine work.

Aitken, Kathleen: Visiting the Hard-of-Hearing Blind. 1961, 45, pp 15-16.

How can a visit to a hard-of-hearing, partially sighted person be successful? The author suggests that the deaf-blind should wear a suitable hearing aid if it is helpful, and that the visitor should speak clearly and always maintain a friendly attitude. If the manual alphabet is known and is agreeable to both, it is another good way to communicate.

Seymour, Celia: Home Teachers and the Adult Deaf-Blind. 1961, 45, pp 87-89.

The role of the special home teacher is to ease the isolation of the deaf-blind adult. There are many ways she can help: make necessary arrangements for a speech therapist for examinations by an audiology unit; she can perhaps teach her clients to read braille or to communicate by the manual method; she can be an interpreter when her client is hospitalized. But most of all she can open up

the lives of these deaf-blind people by her friendship and interest in them.

Sculthorpe, A. R.: A New Push, Please. 1961, 45, pp 90-91.
The double handicap of deafness and blindness cannot be dealt with as a sideline. It calls for a special branch with study groups, an administrative staff, and field workers. The fundamental need is communication.

Shields, Joan E.: The Education of Deaf-Blind Children. 1961, 45, pp 91-93.
The needs of deaf-blind children vary according to their intelligence, age of becoming handicapped and the extent of the handicaps. Miss Shields stresses the fact that the extent of the handicap is less important than the age at which it is acquired. She gives examples of this and goes on to say that some are "trainable" but not "educable." The first need is establishing communication.

Sculthorpe, A. R.: The Work of the National Deaf-Blind Helpers League. 1962, 46, pp 228-229.
The purpose of the league is the reintegration of deaf-blind people into the ordinary world through changing

conditions in their daily lives and building up their morale and the education of the public: The league was founded to concentrate on these special problems.

Farrell, Gabriel: The Supreme Moment. 1963, 47, pp 11-15.
With public interest in the deaf-blind much stimulated by the motion picture "The Miracle Worker," Mr. Farrell fans it by his moving account of the life of Annie Sullivan and the "miracle" release and awakening of Helen Keller's intelligence. He also goes back to the first attempts at teaching the deaf-blind and describes the gradual change from the use of the manual alphabet to the teaching of speech through vibrations.

Sculthorpe, Arthur: Using Power Tools. 1965, 49, pp 94-95.
Deaf-Blind Mr. Sculthorpe not only describes his workroom and its equipment of tools, but also tells you, step by step, how to use them. You should be able to construct a "nice bedside cabinet" after reading this article!

Henney, Nella Braddy: Annie Sullivan. 1965, 50, pp 115-119.
In this article the emphasis is on Miss Sullivan's early

years which, in Mrs. Henney's words, is divided neatly into three parts: her early childhood as the daughter of an impecunious Irish emigrant couple; the years at Tewksbury, an almshouse, where conditions were unbelievable; and, finally, at Perkins School for the Blind where Miss Sullivan graduated as valedictorian of her class.

Sculthorpe, A. R.: Adjustment to Deaf-Blindness. 1966, 50, pp 256-257. (Also: Proceedings of the XVIII International Congress on Psychology, Moskau, 1966.

Lack of both sight and hearing is a condition different from any other. All flow of information is stopped with often disastrous effects: the brain is starved, the victim is driven into himself. Mr. Sculthorpe, deaf and blind himself, does say that with a well-balanced brain, self created thought is possible and can be of value because it is not bombarded by a continual flow of outside information. However, he describes the cruel emotional impact of this double handicap when it hits an adult and the necessity of helping the victim immediately. Not only is he deeply afraid, but other people are fearful of contact with him. Mr. Sculthorpe is able, with authority, to tell his readers how to help combat this fear.

"Editor's Diary": Deaf-Blind Children. 1966, 50, p 293.
The editor has interesting comments on some of the ideas which emerged at a conference on the deaf-blind held at Kalundbor, Denmark, in 1965. Degrees and causes of deaf-blindness are mentioned and the common greatest difficulty: lack of communication which could have causes other than sensory deprivation.

Lysons, Kenneth: An Investigation of the Contribution of Voluntary Welfare Societies for the Adult Deaf to the Welfare of Deaf-Blind Persons. 1967, 51, pp 311-315.
At the date of writing, the Ministry of Health in Great Britain held the belief that services for the deaf-blind should be offered by agencies for the blind and agencies for the deaf, with the emphasis on blind welfare. However, there are many cases of deafness with blindness where the Volunteer Welfare Societies for the Adult Deaf can be of help and greatly supplement what is offered by welfare workers for the blind. The writer gives concrete examples of types of help given and suggests others needed, as well as tables showing numbers of deaf-blind persons with speech and without speech, etc.

Wilson, John: Helen Keller. 1968, 52, pp 176-177.

A tribute to Miss Keller following her death, in which the writer speaks glowingly of her many achievements and her years of service and practical action for others deprived of sight or hearing and the deaf-blind.

Blaxall, Arthur: Helen Keller. 1968, 52, pp 177-178.

Accompanying Helen Keller and Polly Thompson on a tour of deaf and blind centers in Africa, Dr. Blaxall had three outstanding memories of Miss Keller: her appreciation of what came to her through her three remaining senses, her tremendous self-discipline, and her limitless interests and concerns. After giving examples of these outstanding traits, Dr. Blaxall concludes with recognition of Anne Sullivan Macy's contribution to the development of the "real Helen Keller."

Smith, Geoffrey: An Atmosphere of Change. 1969, 53, p 90.

After a discussion of the difficulties of the "home teacher" successfully rehabilitating a handicapped person without outside support, Mr. Smith describes an experience with a man, "Tom". Tom, deaf from birth, had adjusted to this handicap and was supporting himself as

a carpenter, when he became blind at the age of 40. By persistence and kindness, Mr. Smith finally taught Tom to read "Moon", helped him to regain his confidence. But one man could not completely do the job: workers' help was needed to help socially rehabilitate Tom.

Bradfield, Hilda: Reminiscences of a Home Teacher. 1969, 53, p 144.

Though writing primarily of the blind, Miss Bradfield does tell of two experiences with deaf-blind ladies whose efforts to learn braille were prodigious, futile, but full of humor for both teacher and pupils.

_____: Reminiscences of a Home Teacher. 1969, 53, p 176.

The writer tells of a man born deaf and blinded in his teens. Because of his training in a school for the deaf he was a good pupil, learned to read by means of "Moon". And became an avid reader!

"House News": 1970, 54, pp 69-73.

Commenting on efforts by the Regional Associations to help

deaf-blind persons, the writer of this section speaks of "Guild Help" which provides outings once or twice a week for the deaf-blind in the area. He commends highly "Rainbow" flats which were built specially for doubly handicapped people.

Gardner, Raymond: The Art of Adversity. 1970, 54, pp 89-90.

The writer sketches the early life of Ronald Scriven, poet, playwright, journalist. Mr. Scriven became deaf at the age of 8, and increasing loss of sight started when he was 21. As poet and writer of scripts for radio, Mr. Scriven found his place and Mr. Gardner points out that though Scriven is deaf and blind, "...he is also an artist. As an artist he wants an audience, not sympathy."

NEW OUTLOOK FOR THE BLIND

An Annotated Bibliography of Articles

on the Deaf-Blind

1907-1970

NEW OUTLOOK FOR THE BLIND **

Hale, E. E.: Helen Keller's Life. 1907, 85, pp 379-383.

Mr. Hale begins by speaking of the appendix to Anne Sullivan's "Life of Miss Keller" as an invaluable source of education methods for all educators. Why was Miss Keller able to learn so rapidly and thoroughly? because she had only three instead of five senses? because of the intensity of the impressions made on her? Pointing out that what Miss Keller learned, she learned with a vengeance, Mr. Hale then describes her wonderful grasp of "ideas" and "ideals" and her appreciation of languages.

Stevenson, E. A. : Helen May Martin, Deaf-Blind. 1923, 17, #1, pp 32-33.

In spite of her major handicaps, Miss Martin learned to play the piano excellently. Because of her intelligence and determination, she was able to prepare herself to live as a normal young woman.

Shaff, E. E.: A Deaf-Blind Mother Who Is Doing What Others Say Is Impossible. 1923, 17, #2, pp 14-17.

Deaf and blind from an early age, Mrs. Shaff taught herself

** Title varies

to take care of husband, child and house. In addition she was able to take dictation and type for her husband. Among her housekeeping accomplishments was the ability to use electrical household equipment safely and easily. She was interested not only in the uses of electricity, but also in all kinds of machine tools.

Goddard, C.: When Blindness Comes. 1926, 19, #4, pp 42-48.
A farm boy in Nebraska, Mr. Goddard became deaf and blind after spinal meningitis. He tells of his early unhappiness and finally his attendance at a school where he learned braille and other ways of communicating. He turned from a sad, withdrawn boy into an outgoing, friendly person.

Hayes, L. Y.: The Education of a Girl Who Cannot See or Hear. 1926, 20, #1, pp 12-16.
This is the story of a deaf-blind child educated in a New Jersey public school which had a class for the blind. The processes of her education are described in detail as is also her progress and development.

Rocheleau, Corinne: The Deaf-Blind in America. 1928, 22, #2, pp 14-19.

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The writer gives the background of growing interest in the deaf-blind, what had been done about and for them in Europe and Canada, and what, with growing awareness of the problems, the United States was beginning to do. The realization that the deaf-blind should be in schools of their own and the variations in the degree of deafness and blindness in each child are emphasized. The goals are: what is best for this child, what will give him contact with the outside world.

Hirsch, B.: Germany's Care for Those Who Cannot Hear or Speak or See. 1929, 23, #2, pp 35-36, 41.

The writer describes Oberlin House at Nowawes in Germany. It has, among its many welfare works, a school for the deaf-blind. The general education and the training in some type of work for those who are able and employable are gone into, and also the need for more such schools.

Holmes, W. G.: Without Sight or Hearing. 1930, 24, #3, 24-26.

Helen Schultz,who became blind and deaf at the age of seven, was taught and trained by Miss Lydia Hayes, the then-head of the New Jersey State Commission for the

Blind. Helen became an excellent housekeeper, cook, looked after the clothes of the members of the family. She was independent and reliable.

"Patricia": 1933, 27, pp 157-160.

Patricia, deaf-blind from birth, unwanted by parents and able only to lie on a large bed on her back and be fed from a bottle, quickly responded to love, training, and teaching given her at the Boston Nursery for Blind Babies. Her progress and welfare were of great concern and interest to Helen Keller and Anne Sullivan Macy and to the Field Director of the American Foundation for the Blind.

Powman, D. M.: Carol's First Three Years. 1945, 39, pp 91-97.

With loving, intelligent training this little deaf-blind girl learns as a normal child does. Her mother's rules for herself are: objective attitude, and when she starts Carol on a lesson, always see it through! She stresses the development of Carol's capacities, forming of good habits, and independence.

Hall, Inis B.: The Teaching of Deaf-Blind Children. 1945, 39, pp 188-191.

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The potentialities of the deaf-blind must be cultivated early and he must be exposed to a variety of experiences. Miss Hall goes into teaching of the manual alphabet and the oral method. She shows how the deaf-blind learn to call into service their tactual, olfactory, and taste senses. She emphasizes the importance of a broad educational foundation.

_____: The Oral Method for Deaf-Blind Children. 1945, 39, pp 244-247.

To develop speech in the deaf-blind child he must learn to feel the vibrations of his teacher's speech and also learn the correct movements of the mouth. Miss Hall goes through the procedure in learning speech. At the end of the article she gives inclusive aims of teaching - not only in speech, but also in the development of abilities, habits, skills and attitudes of the child.

Bowman, D. M.: Carol's Fourth Year. 1946, 40, pp 91-102.

Mrs. Bowman writes of Carol's difficulties in walking and of her hopes of partial sight in one eye and perhaps residual hearing. Both parents are encouraged by the little girl's development and the fact that she appears to be a happy normal child emotionally.

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Bryan, D. D.: Let Us Consider. 1948, 42, pp 213-215.

The writer suggests we consider the complete isolation of the deaf-blind and think how we can help them. He then gives practical suggestions on helping them gain some peace and contentment in their lives.

_____: Work Opportunities for the Deaf-Blind. 1949, 43, pp 219-222.

The author writes of a competent home teaching service which works with educable, employable deaf-blind persons and prepares them for the next step - vocational rehabilitation. The placement of these doubly handicapped persons is discussed and the various vocations possible for them are listed.

Mann, D. P.: The Work for the Deaf-Blind in Connecticut. 1950, 44, pp 283-291.

The writer surveys investigations of the Connecticut State Board of Education of the Blind-with-Hearing Defects. As a home teacher, she summarizes the first year and a half of the deaf-blind project at work with sympathetic understanding of those so handicapped and with practical suggestions to the teachers.

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Heffler, J. J.: Rehabilitation of the Acoustically Handicapped Blind. 1952, 46, pp 96-105.

The writer reviews the education of the deaf-blind and brings up the question often asked by the public: What will these people do with education? He points out that today (1952) the deaf-blind are taught to communicate, read, and earn their own livings. He gives the goals and traces the evaluation, education, and training given to the deaf-blind at the Industrial Home for the Blind in Brooklyn, emphasizing methods of communication, incidence of blindness accompanied by auditory deficiency, programs to help these people, and rehabilitation.

"New Communication Aid for Deaf-Blind." 1954, 48, pp 240-242.

Tellatouch, developed by the American Foundation for the Blind, is portable, light weight, and resembles a small typewriter. It contains an alphabet keyboard, the sender, and a single braille cell, the receiver. The sender touches the alphabet keys and Tellatouch translates it into braille. The deaf-blind person receives the message by placing his finger on the braille cell. Tellatouch has created immediate interest among the general public and helped

advertise the fact that communication is possible with the deaf-blind.

Liechty, Howard M. ed.: Study of Deaf-Blind Continues. 1955, 49, pp 123-124.

This is a summary of the second meeting of the National Study Committee of the Deaf-Blind, January 1954. Included in the recommendations are plans for the development of an educational program on a national level and initiation of clinical studies of the deaf-blind.

Special Insert: "Saluting Helen Keller." June, 1955, 49, 32 pp.

Helen Keller's 75th birthday is noted with 32 pages of photographs and tributes from such notables as Mrs. Eleanor Roosevelt, Katherine Cornell, and leaders in the field of the deaf and blind.

Kinney, Richard: How to Make a Friend of Your Deaf-Blind Client. 1956, 50, pp 308-309.

In making a friend of your deaf-blind client, you are handicapped - you can't be seen or heard. What can you

do? You can choose a special name sign, learn one of the manual alphabets or Tellatouch. Let your hands be expressive. Touch him, don't be afraid to approve or disapprove as often as necessary. In groups of people, include him, let him know you know he is still there. And keep him posted on the activities and conversation of the group around him.

_____: A Deaf-Blind Man on the Job and at Home. 1957, 51, pp 255-257.

In a letter to Annette Dinsmore, deaf-blind Richard Kinney describes his work at the Hadley Correspondence School with humor and sparkle. He teaches by mail in braille at day and does Hadley public relations work - TV, radio, lectures - in his spare time. He recommends Tellatouch highly as a help in immediate communication. Mr. Kinney then describes his home life in an apartment in detail - from taking out the garbage to using the telephone. He tells how his special doorbell announces visitors.

Keane, George E.: Historic Conference on Communications for the Deaf-Blind. 1957, 51 pp 3[illegible]79.

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This Conference, held at the Industrial Home for Blind, July 15, 1957, grappled with the limitless magnitudes of all phases of deaf-blind communication. Among the resolutions: a universal deaf-blind alphabet should be based on firm index finger block-printing, each letter superimposed over the other, in the palm of the receiver. Further study of the combined Iorm-British methods was recommended with its immediate use suggested for newly deaf-blind. More research into learning and/or maintaining speech was urged.

Salmon, Peter J. and Rusalem, Herbert: Vocational Rehabilitation of Deaf-Blind Persons. 1959, 53, pp 47-54.

This article focuses on the preparation and training of deaf-blind persons for both workshop and industrial situations. Many salient points pertaining to deaf-blind employment are made. Among them, not only proper skill and job mobility training of the client, but complete preparation of the working staff for the arrival of the deaf-blind worker is urged.

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NEW OUTLOOK FOR THE BLIND

Riley, Betty G.: A New Plan in Kansas. 1959, 53, pp 161-165. (Parallels similar article by the author in American Annals of the Deaf.)

This article details how a six-year old Kansas child, considered mentally retarded and deaf (later assessed as "moderate hearing loss"), sparked the initiation and eventual passage of State legislation providing funds for education, counseling, and general help for deaf-blind children and their parents.

Bergman, Moe: Rehabilitating Blind Persons with Impaired Hearing. 1959, 53, pp 351-356.

The author, coordinator of Speech and Hearing Projects, Industrial Home for the Blind, reported on the special requirements of the hard-of-hearing blind. Particularly, the psychological, social, and vocational needs of these clients were enumerated with specific emphasis centered on auditory rehabilitation as the means of enabling full usage of residual hearing.

Root, R. K. and Riley, B. G.: Study of Deaf-Blind Children - A Developmental Plan. 1950, 54, pp 206-210.

The results of a 4-day program of testing and observation

of 16 deaf-blind children are presented. This study, conducted by the Center for Development of Blind Children, Syracuse University, emphasized the need of a professional person in each community to assist with the continual training of deaf-blind pre-schoolers.

Rusalem, Herbert and Schiller, Vera: Detecting Hearing Loss. 1962, 56, pp 169-173.

Dr. Rusalem, Director of Professional Training and Research, Industrial Home for the Blind, and Mrs. Schiller have compiled a list of hearing-loss mannerisms for the social case worker of the blind. Clients so identified should be referred for hearing evaluations. The authors also stressed the need to take into account the hearing acuity of all blind persons.

Zwarenstoyn, Sarah B. and Zorby, Margaret: A Residential School Program for Multi-Handicapped Blind Children. 1962, 56, pp 191-199.

The authors are concerned with multi-handicapped children, including the deaf-blind, whose disabilities are so severe that they "cannot respond to regular instructional techniques used with blind children." They fully discuss

administrative designs, including evaluation techniques, staff planning, housing and coordination of individualized instruction with integration into selected blind classes, necessary in programs for these children.

Rusalem, Herbert: Development of the Anne Sullivan Macy Service for Deaf-Blind Persons. 1962, 56, pp 268-282.
Dr. Rusalem presents developmental plans for the Anne Sullivan Macy Deaf-Blind demonstration and research project organized on a regional basis from Maine to North Carolina. The idea is to "narrow the service gap" between deaf-blind people and available (and needed) rehabilitation services.

Berhow, Byron: Deaf-Blind Children - Their Educational Outlook. 1963, 57, pp 399-401.
The author, Superintendent of the Washington State School for the Blind, urges the earliest practical school enrollment of deaf-blind children. Family counseling must be available to help the deaf-blind child fit into his family situation. All family members should help in his early sense training. As deafness is the major handicap,

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*Elonen, Anna S. and Zwarensteyn, Sarah B.: Michigan's Summer Program for Multi-Handicapped Blind Children. 1963, 57, pp 77-82.

The need for adequate diagnosis led to the 1959 Michigan Summer School Study Program. The purpose was to assemble a team of medical, educational, psychological experts to make diagnostic and evaluative studies of the multi-handicapped blind children of Michigan. Fifteen children were accepted for study. The general findings and recommendations are given.

vibration speech training should begin as soon as the child is adjusted to his teacher.

Rusalem, Herbert: The Diffusion Effect of an Orientation Program on Deaf-Blindness. 1964, 58, pp 44-46.
Public attitude is a major barrier in deaf-blind rehabilitation. Using 14 female employees of the Industrial Home for the Blind, Dr. Rusalem designed seven instructional programs giving information on the deaf-blind. He hoped that these experimentees, in turn, would inform others in their social milieu of their learnings. Four months later, based on anecdotal reports, tallied results indicated the group discussed the deaf-blind with a total of 243 individuals. The results, while tenuous, were considered promising.

_____ and Rusalem, R.: Students' Reactions to Deaf-Blindness. 1964, 58, pp 260-263.
The authors theorized that acceptance of certain disability groups depended on the frequency of public contact. As an experiment, a gifted deaf-blind speaker described the coping aspects of his handicap to an audience of 1200 middle class high school students. Comparison of pre-and post-test student questionnaires showed little evidence of

attitudinal change. However, student interest and desire to know more about handicapped people was increased. Implication: public encountering a handicapped person successfully coping with his limitations could definitely lead to better acceptance of the disability.

Salmon, Peter J.: Modern Programs for Blind Persons with other Disabilities. 1965, 59, pp 15-17.
The author, Executive Director of the Industrial Home for the Blind, presents his Institution's principles for dealing with multihandicapped blind. He advocates a positive team approach, while calling for deliberate and planned efforts to modify public attitudes toward these disabled.

Starkovich, Paul: Oregon's Educational Program for Deaf-Blind Children. 1965, 59, pp 73-74.
Mr. Starkovich, consultant for visually handicapped children, described the 1964 beginnings and subsequent development of deaf-blind education in Oregon.

Rusalem, Herbert: A Study of College Students' Beliefs about Deaf-Blindness. 1955, 52, pp 90-91.

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Dr. Rusalem used 3 types of questionnaires to survey 132 freshmen students at Long Island University. The conclusions reached were: a) contact between deaf-blind people and non-handicapped community members improves community attitude toward the deaf-blind; b) spontaneous deaf-blind, public contacts are unlikely to occur; c) structured activities must be planned to bring deaf-blind persons into the society of the community.

"Services for the Deaf-Blind." Special Issue, #4, 1956, 60, pp 101-140.

This whole issue, commemorating the 100th anniversary of the birthday of Anne Sullivan Macy, is devoted to the problems of the deaf-blind and the progress that has been made on their behalf. Such experts in the field as Nella Braddy Henney, Herbert Rusalem, Joel Hoff, Edward J. Waterhouse, and others, have contributed valuable information. For the interested and concerned, it is well worth reading from cover to cover.

Smith, Benjamin F.: The Social Education of Deaf-Blind Children at Perkins School for the Blind. 1956, 60, pp 183-186.

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The author, principal of Perkins School, fully details the planning, personnel involved, etc., in structuring a rich environment for residential deaf-blind students.

Rusalem, Herbert; Bottica, Louis; Urquhart, John: An Experiment in Improving Communication Between Blind and Deaf-Blind Persons in a Residence for Older Blind Persons. 1966, 60, pp 255-256.

The authors designed an experiment whereby 5 blind people were taught to palm print and then were socially exposed to deaf-blind people. Measured results initially and after six weeks showed no significant change in attitude of the experimentees. Any favorable experiences were short-lived.

Dinsmore, Annette: Unmet Needs of Deaf-Blind Children. 1967, 61, pp 262-265.

Among many unmet needs of deaf-blind children is the need of recognizing them as individuals. Another need is counseling their parents and, when the children are ready for it, complete evaluations of their handicaps so that they can be helped to reach their full potentials. In

1959 there was some expansion of teacher preparation, legislation to finance evaluating services, out-of-state tuition, etc. But, because of the rubella epidemics during the 1950's, the number of deaf-blind children has greatly increased and the unmet needs have become acute.

Waterhouse, E. J.: Rubella: Implications for Education. 1967, 61, pp 106-110.

Dr. Waterhouse presents an inventory of characteristics of deaf-blind children, victims of maternal rubella. Among those catalogued are: limited intellectual functions, residual hearing, and residual vision.

Prause, Robert J.: Selective Placement of Two Deaf-Blind Persons in the New York Metropolitan Area. 1968, 62, pp 38-43.

The author, employment placement specialist for the Industrial Home for the Blind, detailed the procedure used to successfully integrate two deaf-blind persons into job situations. The key was the continued support of Industrial Home for the Blind personnel after these people were hired, orienting the worker to his new job, giving necessary mobility instruction, going over the

route traveled to work, etc. The deaf-blind employee was not just dumped into the lap of the employer. Rather, a rehabilitation worker remained until the new employee fit smoothly into the total work scene.

"Helen Keller, 1880-1968." 1968, 62, pp 201-220.

A warm, all encompassing tribute is paid Helen Keller in these pages. Her extraordinary career, her varied interests, her many contributions toward the welfare and education of the blind and the deaf-blind are all indications of a truly great mind.

Patton, William C.: Services for Deaf-Blind Persons in a Small Rural State. 1968, 62, pp 309-312.

At the time of this writing, Mr. Patton was a Supervisor, Casework Department, New Hampshire Association for the Blind. As illustrative of State services provided, he presented a case study of a "sixty-year old, partially sighted, permanently deaf" client.

Wiehn, Virginia: An Early Childhood Education Program for Deaf-blind Children. 1970, 64, pp 313-315.



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NEW OUTLOOK FOR THE BLIND.

The author describes early education programs where the parents observe and learn how to work with their own deaf-blind children. The purpose is to further the young deaf-blind child's development by involving all family members in the necessary training.

THE VOLTA REVIEW

# An Annotated Bibliography of Articles on the Deaf-Blind

1900-1970

THE VOLTA REVIEW**

Wade, William: Who is to Teach the Deaf-Blind, and How is it to be Done? June 1900, 2, #3, pp 238-241.

Mr. Wade suggests that the initial education of the deaf-blind begin in a school for the deaf and be concentrated on the student's acquisition of language by the manual alphabet. After language, then he should be placed in a school for the blind where he will have the advantage of braille books, writers, etc.

_____: The Deaf-Blind. 1901, 3, pp 41-42.

Mr. Wade makes the point that teachers of the blind are unfamiliar with teaching language to those that cannot hear. Therefore, with the deaf-blind the teacher of the deaf should be utilized for language teaching. He illustrates with a story of a blind student who, on becoming deaf, was removed from a school for the blind because of the communication problems.

Donald, Dora: Linnie Haguewood. 1901, 3, pp 97-105.

Linnie Haguewood was born on October 12, 1879. At the

**Known as The Association Review through Vol. 10.

age of 18 months, a series of illnesses left her deaf and blind. At age 14 the author became her teacher, describing her pupil here in flowery prose. The educational plan followed is given.

Booth, Frank W., ed.: "Editorials Section," Feb. 1901, 3, #1, pp 91-92.

This section contains a translation of an 1897-1898 school report made by Director Kunz of the Institution of the Blind, Illzach, Germany, who had invented a new system of communication with the deaf-blind. The speaker applied pressure to different parts of the receiver's hand for each letter, i.e., pressing a knuckle corresponded to a particular vowel. Not too clearly explained.

_____: "Reviews Section," June, 1901, 3, #3, pp 269-271, "The School for Blind Deaf-Mutes at Wenersburg."

Pertinent facts from a February, 1901 report from Elizabeth Amrep Nordin, head of the Queen Sophia Institute for Blind Deaf-Mutes in Sweden, gives the history of the School (founded in 1885), and reviews the progress of enrolled and graduated students.

_____: "Reviews Section." June, 1903, 5, #3, pp 281-284. "Ragnhild Kaata, the Deaf and Blind Scholar of Elios H. Hoffaard."

Ragnhild Kaata was born on May 23, 1873, in Norway. She contracted scarlet fever at age three and lost sight, hearing and smell. At age 16, completely untrained, she was admitted to an oral deaf school where she was instructed by Elios Hoffaard using the oral-touch method. After considerable effort and time, by feeling the articulation positions, she did learn to speak.

_____: "Contemporary Thought Section." April, 1904, 6, #2, pp 156-157, "Agnete Halonen, A Blind and Deaf Finnish Girl."

A brief report on Agnete Halonen who lost her sight at the age of one and a half from scarlet fever and her hearing a year later from a neck boil. At age 8, she was admitted to a school for the blind. After 9 years she was able to communicate utilizing the manual alphabet and had learned to read and write.

_____: "Books, Periodicals, and Reports Section," April 1904, 6, #2, pp 170-172, "Report of the School-Home for Blind Deaf at Wenersburg, Sweden." An abstract of the 1902-1903 school year report from the director, Elizabeth Anrep Nordin. A typical school day and types of instruction are described.

Ferreri, Giulio: The Development of Intelligence in the Case of One Deprived of Both Sight and Hearing. 1905, 7, pp 440-448.

Professor Ferreri gave Helen Keller 60 Italian lessons during a two-month period. Analyzing the mechanisms of her intellectual processes, he referred to the writings of Leibnitz and the school of materialistic psychology. In conclusion, Professor Ferreri called for the subordination of all education to experimental psychology researchs and studies.

Anrep-Nordin, Elizabeth: Extracts from the Report of a Journey in U. S. April 1906, 8, #2, pp 148-152.

Mrs. Anrep-Nordin, director of a deaf-blind school in

Sweden, classed the speech of the deaf-blind she met as "not distinct." However, she was completely entranced with Helen Keller's accomplishments and lost all reservations she had regarding Miss Keller's achievements.

Booth, Frank W., ed.: "Institution Press Section." June 1906, 8, #3, pp 260-261.

The progress of Ruby Rice, born October 21, 1897, deaf and blind at age two, is reported by her teacher, Mamie Heflybower. A picture is included.

Badger, Vina C.: How Mr. Wade Became Interested in The Blind-Deaf. June 1906, 8, #3, pp 260-261.

Through correspondence with Dora Donald, teacher of deaf-blind Linnie Haguewood, Mr. Wade became devoted to bettering the plight of the deaf-blind through tireless efforts to aid in the improvement of their lives.

Jones, J. W.: The Education of the Deaf-Blind with Special Reference to Leslie F. Oren. Feb./Apr. 1907, 9, pp (not given).

Mr. Jones makes several interesting generalizations based

on the education of Leslie Oren: a successful teacher of hearing children, after she has learned the manual alphabet which only takes a few hours, will have no difficulty in teaching the deaf-blind; teacher training helps, but perseverance is the only important essential in a teacher of the deaf-blind.

Ferreri, Giulio: The Possibility of the Education of the Blind-Deaf. 1907, 9, pp 363-359.

Professor Ferreri feels any deaf-blind child is educable if you presuppose intelligence. He believes that we all have powerful latent powers of touch which we don't need to use. Therefore, the deaf-blind child must touch everything accessible to the normal child. Next, he has to be helped to separate the sign for a concrete object from the object itself.

_____: Education of the Blind-Deaf: The American Institutions for the Education of the Deaf, XIII. 1907, 9, pp 420-426.

Professor Ferreri disagrees with those who claim that teachers of the deaf-blind do not need any special training.

He laments the lack, in America, of any permanently recorded experiences with the deaf-blind so future teachers could study and learn from these past successes and failures.

Hansen, A.: "Contemporary Thought Section." October, 1903, 10, #4, pp 398-400.

This paper written by G. Pipetz of Graz, Austria, originally appeared in the March 1908 Blatter für Taubstummenbildung, and is translated by Mr. Hansen. Pipetz elaborates on a deaf-blind communication system he developed. It consisted of a series of touches and strokes applied to various parts of the students' fingers and hands in combinations representing letters.

Czily, Prof. A.: Conversing with the Blind-Deaf. 1910, 12, pp 77-85.

Professor Czily of Budapest University, after presenting reviews of deaf-blind communication systems including those of Prince Cholensky, Hieronimus Lorm, and Pipetz, explains his system of Braille speech. It is based on the different arrangement of the one to six cell points. The inner surfaces of the first and second joints of the left middle, ring, and little fingers are used. One has to

picture the Braille cell as turned sideways resting on the indicated finger areas so that it becomes a parallel row of three points instead of the written perpendicular double row of three points. The speaker communicates by tapping on the receiver's fingers. Many illustrations are provided.

Hansen, A.: Miss Keller's Conceptions of Music. 1910, 12, pp 544-545.

Mr. Hansen translates and summarizes a report of Professor Doctor Stern of Breslau appearing in a then recent issue of Zeitschrift für Angewandte Psychologie. Dr. Stern comments on the intellectual mechanisms by which Helen Keller probably visualizes received musical vibrations. He makes several statements regarding Miss Keller's psychic nature. The article is complex which, in part, no doubt accounts for the obscurity of the total analysis.

Lange, Paul: The Truth About Helen Keller. 1910, 12, pp 750-754.

Mr. Lange presents summarized translations of scholarly articles and publications appearing in Germany at the

beginning of the Twentieth Century debating the reported abilities of Helen Keller. This article provides an historical record or compendium of the upheavals caused in psychological theory by Miss Keller's achievements.

Riemann, G.: The Care of Blind-Deaf Children. 1910, 12, pp 765-771.

Tobias Brill translates the original and quoted-source writings of Gustav Riemann, Principal, Albertin Home-School for the Blind-Deaf, Nowawes, Prussia, circa 1905. One of Mr. Riemann's opinions was that the touch-reading of spoken language, by its very nature, could never constitute a ready means of communication between the deaf-blind and the unafflicted. Besides, there was the very real danger of contagion, especially when any of the people involved had arrested cases or family histories of syphilis.

Pitrois, Yvonne: The Heurtin Family. 1911, 13, pp 733-749.

Yvonne Pitrois, herself deaf, traces the history of the Heurtin family. Stanislas Heurtin, who suffered from "a disease of the spinal marrow," and an eye disorder called hemeralopia, married his second cousin, Josephine

Marie. Among their nine offspring were three deaf-blind children: Marie, born April 13, 1885, Stanislaus, born December 21, 1895, and Marthe, born July 23, 1902. Miss Pitrois describes their education at nearby Convent schools and their interactions with each other.

Noyes, F. K.: The Servant of Humanity. 1911, 13, pp 755-765.
A recapitulation of the Perkins reports of 1840, 1841 and 1842, which present Dr. Howe's picture of Laura Bridgman and her education progress. Mr. Noyes notes (based on extant biographies) that it was in 1844, after Miss Bridgman had been instructed in "revealed religion", that Dr. Howe, associated with Horace Mann, worked for the betterment of the deaf.

Ferreri, Giulio: Principles for the Instruction of the Blind-Deaf as Given in the Work of the Abbé Deschamps.
1913, 15, pp 35-37.
Mr. Ferreri, Director of the National Institution for the Deaf, Milan, Italy, felt that the work of Abbé Deschamps had never received its deserved historical due. While the Abbé never worked with the deaf-blind, in a work dated 1779 he suggested the use of raised letters for

deaf-blind reading instruction and writing letters in the palm as a means of communicating with deaf-blind people.

Deland, Fred: Helen Keller's Flag. 1914, 16, pp 357-360.
In a very brief article, on the eve of World War I, Helen Keller's feeling for the United States as a great nation and her general dislike of war are expressed.

Fearon, J.: Charlie Crane: A Deaf-Blind Boy. 1917, 19, pp 83-86.
Charles Allen Crane was born on April 10, 1906. Nine months later, after an attack of spinal meningitis, he lost his sight and hearing. At age ten he entered The School for the Deaf, Halifax, Nova Scotia, where he was instructed by the natural method, i.e., conversation was spelled into his hand just as if one were speaking to a hearing child. After six months, Charlie had acquired a two thousand word vocabulary and a "pleasant voice." The author concluded by providing examples of Charlie's writing.

Deland, Fred: Sarah Fuller as Helen Keller's Teacher of Speech. 1927, 29, pp 352-355.

Mr. DeLand composed this article from the notebooks of Sarah Fuller, Helen Keller's speech teacher. On hearing of Ragnhild Kaata's success in learning to communicate orally, Miss Keller was determined to accomplish the same thing. Miss Keller's initial lessons, and Miss Fuller's full teaching plan, are present in detail.

Shaw, Janet P.: Our Jess. 1927, 29, pp 370-374.

Jess Liston was born deaf, blind, and without the sense of smell. Until age ten, he had no way of communicating nor any language. At age 15, after being taught orally for five years, he had progressed to the point where he understood command words, was able to do arithmatic, and had comprehension of time. His greatest handicap was lack of experiences.

Newell, Nettie: The Doubly Handicapped Child. 1929, 31, pp 257-258.

A teacher of the deaf-blind couples a discussion of the enormity of educating the deaf-blind, as compared to the education of a deaf child, with a plea for a deaf-blind school on the national level.

Montague, Harriet A.: *More About Helen Keller.* 1930, 32, pp 53-56.

Miss Montague reviews Helen Keller's book, Midstream, an unconnected narrative recording the high spots of the twenty-five years since her last work. Generally, Miss Keller pleads to be accepted as a "strong intellect" and attempts to shatter the public's preconceived idea of what a deaf-blind person is able to understand and do. Specifically, Miss Keller creates vivid word-impressions of people she has met, i.e., Mark Twain, "...air of one who has suffered greatly..."

Pitrois, Yvonne: The Sunbeam of the Deaf-Blind. 1930, 32, pp 181-184.

Yvonne Pitrois, deaf, tells about her free magazine, The Sunbeam of the Deaf-Blind, which is produced in braille and is devoted entirely to the deaf-blind. She discusses and provides samples of correspondence she has received from deaf-blind readers.

Hansen, Anders: The First Case in the World. 1930, 32, pp 223-228.

Mr. Hansen presents some memories of Ragnhild Kaata as recalled by her last surviving teacher, Petra Heiberg. Unfortunately, Miss Heiberg cannot add any new information regarding the techniques employed by Elios Hofgaard in teaching the girl to speak.

Montague, Harriet A.: Penetrating the Darkness. 1930, 32 pp 421-423, 425-426.

The author reviews two writing efforts: Those In The Dark Silence, a book by Corinne Rocheleau and Rebecca Mack, and a series of three autobiographical articles by deaf-blind Kathryne Mary Frick, which appeared in the Atlantic Monthly. The first work contains biographies on 665 deaf-blind people and the authors declare that the United States is far behind Europe in providing education for this group. Miss Frick's articles reflect the inner being of a deaf-blind person.

Alcorn, Sophia: Tad Chapman's Demonstration. 1930, 32, pp 517-518.

Deaf-blind Tad Chapman gave an exhibition of his ability to speak and understand the speech of his teacher. Miss

Sophia Alcorn explained how she taught him to speak by means of voice vibration and sand-paper letters.

Rocheleau, Corinne: The Deaf-Blind. 1930, 32, pp 518-524.

Miss Rocheleau listed the obstacles she encountered attempting to compile a record of the deaf-blind in the United States and Canada. As far as the deaf-blind were concerned, she felt that the intelligence quotient was utterly unreliable as it was impossible to systematize anything for them due to the variability in the nature and degree of their handicaps.

Merry, Ralph V.: Applying Psychological Tests to the Deaf-Blind. 1932, 34, pp 406-407.

The author readily admits the extreme difficulty in estimating the intelligence of deaf-blind people with adapted psychological tests. However, he does feel the quality of the response is important and can provide insights into how the particular subject solves problems, reasons, etc.

Holt, L. D.: Living Radiantly in Darkness and Silence. 1933, 35, pp 385-386, 392-393.

Helen May Martin was not only able to overcome her twin handicaps of blindness and deafness, but also she mastered the piano. Eventually, she gave many public concerts.

Barbour, F. W.: Tad Studies Latin. 1934, 36, pp 265-268, 307.
Tad Chapman, at age 18, was taught Latin by the author. This article is based on Mr. Barbour's monthly school reports on Tad's progress from September through December, 1933.

Heider, Grace M.: Leonard Dowdy's Vocabulary. 1935, 37, pp 340-341, 388-389.
Mrs. Moore presents a synopsis of a book written by Kathryn E. Maxfield entitled The Development of Meaningful Language in Leonard Dowdy, Perkins Institute, Watertown, Mass.: 1934, p 16. Mrs. Maxfield concluded as the result of the work with Leonard Dowdy that 5-6 year old deaf-blind children can acquire a large enough spoken language to bring them into contact with seeing and hearing people. Also, the success of the oral method with Leonard definitely warrants further trial with other deaf-blind pre-schoolers.

Farrar, A.: A Nineteenth Century Educator and His Interest in the Deaf Blind. 1937, 39, pp 335-336.

Dr. Francis Lieber, a famous lecturer, was born in Berlin in 1800. As the result of a three-month study of Laura Bridgman, in two famous lecture-papers he compared her characteristics with those of uncivilized races and her vocal sounds with the basic elements of phonetic language. Quite dated.

Timberlake, Josephine B., Ed.: "Laura Bridgman." 1937, 39, pp 567, 599-601.

A brief article commemorating the 100th-year anniversary of the arrival of Laura Bridgman at Perkins. Her life and education are reviewed, along with the background and successes of S. G. Howe.

Montague, Harriet A.: Helen Keller's Personal History, A Review. 1938, 40, pp 330-331, 376.

Miss Montague reviews Helen Keller's Journal 1936-1937, which covers six months after the death of Mrs. Macy. There is an overtone of sadness pervading the whole work, especially when Miss Keller recalls fond memories of Teacher, John Macy, and A. G. Bell. Again, Miss Keller's own opinions on various world affairs emerge.

Heider, Grace M.: Learning from the Blind. 1939, 41, pp 11, 51-53.

The work of Thomas B. Cutsforth, blind since age 11, entitled The Blind in School and Society is reviewed. One of Mr. Cutsforth's points, emphasized by Mrs. Heider, is the unreality of words to the blind and deaf-blind. Another point is that the public's attitude toward handicaps, and not the handicaps themselves, is the biggest problem.

Hall, Inis B.: More About Leonard Dowdy. 1939, 41, pp 202-203, 243.

Leonard Dowdy had been deaf-blind since birth. At the time of this article he was eleven years old. He had been at Perkins for five years and was doing fourth grade work. A picture and a monologue about a flat tire are included.

_____: A Trip to South Africa. 1939, 41, pp 392-394.

Miss Hall describes a school for non-European blind children near Cape Town, South Africa. She also provides

a third-person recounting of the experiences of Ted Chapman's African trip.

Chapman, W. C.: My Visit To The Diamond Mine. 1939, 41, pp 395, 420.

This article is reprinted from Ted Chapman's own typewritten copy which contained "no errors of diction and not one typing mistake." He recounts his experiences, especially his sensations touching diamonds, at the DeBeer's Diamond Mine, Kimberly, South Africa.

Hall, Inis B.: Deaf-Blind Pupils at Perkins. 1940, 42, pp 21-22, 52-53, 83-84, 116.

Perhaps the most unusual deaf-blind student among those described by Miss Hall (including twins), was Dovie Mae Yocum, a girl who became deaf and blind at the age of eleven. When she was fifteen she entered Perkins, rebellious, and with a large vocabulary of frequently used swear words. In many ways, because of her age, her adjustment was more difficult than expected. In two months, however, she had calmed down to where she had started to use her fingers as sensors and had begun to associate vibrations.

_____: The Education of the Blind-Deaf. 1940, 42, pp 681-684.

Miss Hall urges early home education of the deaf-blind while detailing the program at Perkins which starts at age six and uses an adaptation of the Tadoma method plus the Phipps Unit for auricular work. Demonstrations by several students are given.

_____: Radcliffe Dhlodhlh. 1941, 43, pp 421-422, 458.

During a visit to South Africa the author taught a deaf-blind boy, Radcliffe Dhlodhlh, the manual alphabet and, with the vibration method, responses to spoken commands. The boy was blind but there was some question as to the extent of his hearing loss.

Harris, Lena: Meeting the Challenge, The Story of Jackie Coker - Deaf and Blind. 1941, 43, pp 24-25, 74.

At six-and-a-half, Jackie Coker contracted meningitis. She recovered - deaf-blind, no muscle coordination, with unintelligible speech. She attended the Arizona School and, at the time of this article, was described as doing fourth grade work. Unfortunately, there is no mention of methods employed, program followed, etc.

THE VOLTA REVIEW

Montague, Harriet: Book Review. 1942, 44, p 653.

Miss Montague reviews an autobiographical pamphlet entitled Geraldine, Mom, and Blondie (seeing-eye dog), authored by deaf-blind Geraldine Lawhorn. Miss Lawhorn had measles at age five, gradually losing her sight until forced to use braille at age nine. While a sophomore in high school, she became totally deaf. She told of overcoming various problems and making necessary adjustments.

Bowman, Dorothy M.: Carol's First Three Years. 1945, 47, pp 439-442, 472-478.

The author details the training she gave to her deaf-blind daughter, Carol, beginning with her arrival home from the hospital to the article-present, age three years, three months. The mother obtained a deaf-blind educational background, studying and training for two years.

Hall, Inis B.: When the Deaf Child is Blind. 1949, 51, pp 614-615.

Correspondence between the author and the mother of a deaf, limited vision, possibly retarded four-year old girl, wherein the mother is urged to treat her daughter as a normal child. Additionally, Miss Hall offers a number of specific suggestions.

Bettica, Louis J.: Robert J. Smithdas. 1950, 52, pp 457, 478-480.

The author details the early achievements of Robert J. Smithdas, born 1925, totally blind and partially deaf from spinal meningitis at age six, totally deaf at age 11, including his graduation from St. John's University, B.A., cum laude.

Blankenhorn, M. D.: Miracle for Angeliki. 1951, 53, pp 157, 178.

This article was written to raise funds for Angeliki, a 12 year old deaf-blind Greek war-orphan, brought to this country for help. The kind of help that was going to be provided was not clearly stated.

Montague, Harriet A.: Tad Chapman at Home. 1952, 54, pp 58-59, 85-88.

Miss Montague visited Tad Chapman, now thirty-five, residing with his parents, Dr. and Mrs. Chapman, in San Gabriel, California. Chapman raised rabbits for meat, doing all the work himself, except for marketing the product. His speech was slow, but very distinct. His room contained a braille dictionary and Bible, as he preferred facts instead of fiction.

Cohen, Sonya S.: Helen Keller Visits Haifa, Israel. 1952, 54, 377-378, 395-398.

The Institute for the Deaf in Haifa, Israel, is described. Miss Keller visited there May 29, 1952 and urged the children to work hard on their articulation.

Chapman, W. C.: Carrying Out My Plans. 1952, 54, pp 382, 394.

Mr. Chapman expressed his opinions on his favorite school studies. He fully described his rabbit business and his plans to expand into chicken production.

Krohn, Emmylou: Out of the Quiet Shadows. 1956, 58, pp 440-442.

The author, the mother of three normal children, records her impressions of deaf-blind students learning to speak at the Iowa School for the Deaf.

Deaf-Blind Man Named Handicapped American of the Year. 1966, 68, p. 361.

Robert S. Smithdas, a 40-year old bachelor, was named Handicapped American of 1965 by the President's Committee on Employment of the Handicapped. Mr. Smithdas graduated, cum laude, from St. John's University and has a Master's degree from New York University. At the time of the award,

he was Associate Director of the Deaf-Blind Program, Industrial Home for the Blind, Brooklyn, N.Y.

Deaf-Blind Award Winners Visit the Volta Bureau. 1956, 68, pp 405-407.

A brief article with photographs commemorating the presentation of The Anne Sullivan Gold Awards to eight outstanding deaf-blind people.

Vivian, R. M.: The Tadoma Method: A Tactual Approach to Speech and Speechreading. 1956, 68, pp 733-737.

The author, a supervising teacher of the deaf-blind, Department of Deaf-Blind, Perkins School, gives a short historical sketch of the "rediscovery" of the nineteenth century vibration method by Sophia Alcorn and its subsequent renaming, Tadoma Method. Mrs. Vivian shows how the method is used at Perkins.

Suchman, R. G.: Visual Impairment Among Deaf Children - Frequency and Educational Consequences. 1953, 70, pp 31-37.

Dr. Suchman examined 100 congenitally deaf children between the ages of four and twelve finding over half

with some degree of visual impairment. Since the cochlea and retina form at the same developmental stage from the same embryonic layer, the result was not too surprising. Information tables are provided.

MISCELLANEOUS PERIODICALS

An Annotated Bibliography of Articles

on the Deaf-Blind

1869-1970

MISCELLANEOUS PERIODICALS

The American Anthropologist:

Hitz, J. "Helen Keller." Vol. 8, 1906, pp 308-324.

Mr. Hitz has gathered quotes from renowned researchers and educators concerned with the deaf-blind. Pictures, letters of Anne Sullivan and the first written composition of Helen Keller are included. Synopses of A. G. Bell's theories ("read to learn language") and Dr. Dewey's writings (imaginative disassociation process) are provided.

The American Journal of Education:

Howe, S. G. "Laura Bridgman." Dec. 1857, pp 381-400.

In this most complete and clear article, Dr. Howe presents the full medical history and family background of Laura Bridgman. The process and steps by which she learned language, during the period October 1837 through 1839, are comprehensively presented. In 1839, at age ten, Laura was described as having attained the language level of a three-year old.

The American Journal of Psychology:

Donaldson, Henry H. "Anatomical Observations on the Brain and Several Sense-Organs of the Blind Deaf-Mute, Laura Dewey Bridgman." Vol. 3, #3, Sept. 1890, pp 293-342.

This is the first in a series of four psychological and

physiological reports on post-mortem examinations of the brain of Laura Bridgman. On the basis of his preliminary findings, Professor Donaldson describes her brain as the brain of a mentally balanced person showing no indication of abnormal mental action. Arrested development was noted, however, in the speech center. Comparison charts, tables and statistics are provided.

_____ and Bolton, T. L. "The Size of Several Cranial Nerves in Man as Indicated by the Areas of their Cross-Sections." Vol. 4, #2, Dec. 1891, pp 224-229.. Cross-sections of Laura Bridgman's cranial nerves were compared with normal ones. It was observed that her olfactory bulbs and tracts were small, her optic nerves were poor in medullary substances and very small, while her third cranial nerves were normal in size. Comparison charts and measurements are provided.

Donaldson, Henry H. "Anatomical Observations on the Brain and Several Sense-Organs of the Blind Deaf-Mute, Laura Dewey Bridgman." Vol. 4, #2, Dec. 1891, pp 248-294. This lengthy report expands all the previous post-mortem

brain findings, plus adding new conclusions. Generally speaking, Laura's brain was smaller due to thin cortical areas which indicated lack of formation of cross-reference pathways between her destroyed senses. However, there was no great loss of cells in the defective sense areas and it is possible that these remaining cells might have taken part in cerebral activity, but only on a rudimentary, sub-conscious level. Many charts, diagrams and statistics are provided.

_____. "The Extent of the Visual Area of the Cortex in Man as Deduced from the Study of Laura Bridgman's Brain." Vol. 4, #4, 1892, pp 503-513.
A study of the visual area of Laura Bridgman's brain indicated that the disturbance in the visual area (due to the destruction of the peripheral receptors) acted to arrest development of the total cortex. Statistics are provided.

The American Review of Reviews:

Everett, R. "Educating the Deaf-Blind." Vol. 25, 1902, pp 435-442.

MISCELLANEOUS PERIODICALS

The author recapitulates the education of several deaf-blind individuals--Laura Bridgman, Thomas Stringer, Helen Keller, etc.--including photographs. She concludes that life should not be considered "vain" for the deaf-blind.

The Archives of Neurology and Psychiatry:

Tilney, F. "A Comparative Sensory Analysis of Helen Keller and Laura Bridgman." Vol. 21, 1929, pp 1227-1269.

After a series of sensory touch-tasting tests, the author indicated that Helen Keller scored normally. As Laura Bridgman before her, Miss Keller showed no evidence of increased loss of hearing and sight. However, Miss Keller's total sensory process of recognition of objects by palpation, was extraordinary. Analyzing Dr. G. Stanley Hall's writings on Laura Bridgman, Dr. Tilney concluded that any difference between the two women was traceable to the difference in their mode of education, i.e., Miss Bridgman was restricted by puritanical pedagogy, while Anne Sullivan brought the zenith of improvisation and flexibility to the training of Miss Keller.

The Atlantic Monthly:

James, William. "Laura Bridgman." Vol. 93, Jan. 1904, pp 95-98.

Mr. James conjectured that both Helen Keller and Laura Bridgman were originally meant to be more tactile and motile than the average. He surmises that the relationship between objects, no matter how perceived, is the primary interest of the intellect. He includes some interesting writing by Laura Bridgman.

Frick, Kathryne Mary. "In the Dark, Alone." Vol. 145, 1930, pp 433-444.

At the age of five, Kathryne Frick, who writes of her experiences in the first person, lost her hearing and sight and, gradually, her ability to speak. She describes the stimluating care and love of her parents who kept her as alert and active as possible. At school-age, a teacher, Miss Foley, who was deaf herself, was assigned to undertake Kathryne's education at the Institute for the Deaf in Philadelphia. The teaching methods and the ups and downs of training a quick, eager child are delightfully recounted in detail from the point of view of the child.

_____. "Groping in the Dark." Vol. 145, 1930, pp 504-514.

The author continued the description of her education. She had failed constantly to respond to the manual alphabet spelled in her hand. However, one day, in the throes of hunger or a broken routine, she became extremely agitated because the morning buns had not arrived. Unable to make her teacher understand, she finger-spelled the word "bun." That was the breakthrough, and her learning progressed rapidly.

_____. "Light at Last." Vol. 145, 1930, pp 785-796.

After Miss Frick had returned home, she was given a stuffed rabbit as a gift, which quickly became a favorite treasure. While being interviewed by a newspaper reporter, her teacher spelled "cat" in reference to the stuffed toy. Miss Frick became extremely agitated. Finally, she screamed the word "rabbit" clearly, her first word spoken since her illness. This experience increased her self-confidence and, with the help of a speech teacher, she rapidly regained near-normal speaking.

Woollcott, Alexander. "In Memoriam: Annie Sullivan." Vol. 163, 1939, pp 305-308.

MISCELLANEOUS PERIODICALS

Mr. Woolicott, a warm friend of Miss Sullivan, describes her as a woman of great courage, who was able to succeed at the almost impossible task of awakening the mind of Helen Keller. The miracle of Miss Keller was known and acclaimed first. Gradually it dawned upon the world that if Miss Keller was one of the wonders of the world, the woman who taught her was equally extraordinary - if not more so.

The British Journal of Opthalmology:

Cohn, Ludwig. "Substitute Functions of the Blind and the Deaf and the Blind." Vol. 38, Nov. 1954, pp 680-684. Among the many ideas expressed by Dr. Cohn, who is blind, is the belief in a unique sense possessed by the blind and the deaf-blind. He names this "sens de l'obstacle"-- a sensitiveness for objects existing in one's immediate environment. Dr. Cohn reports that this "sense" is strongest for him in his upper arms, skull, and feet.

British Medical Journal:

Sheridan, Mary D. "Final Report of a Prospective Study of Children Whose Mothers had Rubella in Early Pregnancy." Vol. 2, Aug. 29, 1964.

MISCELLANEOUS PERIODICALS

Dr. Sheridan, British Ministry of Health, presents tables and statistics regarding 227 children, 8-11 years old, victims of maternal rubella. She concluded that there was little to show that rubella children exhibited "emotional instability and difficult behavior."

California Parent-Teacher:

Lowenfeld, Berthold. "If Deaf and Blind." Vol 28, #8, April, 1952, pp 6-7, 26.

Dr. Lowenfeld, in dedicating the Helen Keller Building for the Education of the Deaf-Blind at the California School for the Blind, reviewed the progress of the deaf-blind department. After a long period at preschool, and making the child feel secure, the oral method of instruction was used. The head of the department, Miss Inis B. Hall, felt that orality was the only way a deaf-blind person could establish personal contact with the people he met.

The Century Magazine:

Keller, Helen. "My Dreams." Vol. 77, Nov. 1908, #1, pp 69-74.

Miss Keller, contrary to popular belief, dreamed like hearing and seeing people. She had episodes of climbing or falling, imagining she was awake and had overslept, and

concentric dreams within dreams. Before she was taught, from what she can recall, she dreamt tactual experience, i.e., she felt her clothes on fire, or felt the coldness as she fell in a tub of cold water, or was overpowered with the smell of bananas. Miss Keller had a recurring dream from early childhood--a spirit seemed to pass before her face like the intense heat blasting from an engine. She called this the "embodiment of evil."

Chamber's Miscellany:

W. and R. Chambers, editors; new and revised edition, 1869-187?; London and Edinburgh; "Anecdotes of The Deaf, Dumb, and Blind." Vol. 3, #44, pp 1-24.

Deaf-blind James Mitchell was born in Ardclach, Scotland, in 1795, the only handicapped of seven children. Next to smoking, his greatest joy was sitting in a darkened room, with sunlight from a small wall-crack focused through a prism onto his defective eyes. Dr. Howe's account of the early education of Laura Bridgman is reproduced.

Coronet:

Hughes, C.: "Canada's Mother of Courage." Vol. 26, #4, 1949, pp 97-100.

MISCELLANEOUS PERIODICALS

When Mrs. Dorothy Bowman was informed that her congenitally deaf-blind daughter, Carol, also victim of spastic paralysis and poor balance, was uneducable, she determined to learn all possible about the handicapped. After years of education and training, while continually teaching her own child, Mrs. Bowman now helps 64 handicapped children in the Ontario, Canada, area. Carol, at age eight, is able to speak a few words and able to walk around a room under her own power.

Good Housekeeping:

Booth, A. "Helen Keller, A Living Proof of the Divine Spark in the Human Brain." Vol. 92, 1931, #4, pp 34, 275-276, 279-280.

A popular article recording the author's impressions of Helen Keller after a short visit: i.e., "her voice was forced, breathy,"; "...erect, poised, animated,"; etc.

Harpers Monthly:

Clemens, S. L. "Mark Twain's Letters." A. B. Paine, ed. Vol. 135, 1917, pp 638-647.

This collection has only one letter to a third party, mentioning Helen Keller and Anne Sullivan and urging that a fund be set up for their continuance at Radcliffe.

MISCELLANEOUS PERIODICALS

The International Journal for the Education of the Blind:

Hayes, Gordon M. "Teaching the Deaf-Blind to Wrestle." Vol. 3, Dec. 1953, #4, pp 224-229.

The author, wrestling coach at Perkins School, offers a case study of deaf-blind Edward R., showing how the acquiring of an athletic skill made this manual communicating individual more acceptable to his oral classmates. Mr. Hayes also blames the subject's lack of physical endurance on the internal nervous energy expended by all deaf-blind persons in their daily existence.

Mitchell, Paul C. "The Education of Jack Boyer." Vol. 8, #1, October, 1958, pp 11-17.

Blind at birth, and deaf at age six, Jack Boyer resisted at first the efforts of his teachers to help him at the New York Institute for the Education of the Blind. After 18 months, Jack began to show signs of intelligence and responsiveness and finally became an excellent student, graduated from high school and went on to college. The writer believes that without words, we cannot think. A deaf-blind child is taught first by the manipulation of

nouns associated with vibration symbols or by the manual alphabet. As soon as contact with the child's mind is made, and he is of average intelligence, the progress is quick and gratifying both to pupil and teacher.

Waterhouse, Edward J. "Evaluation of Deaf-Blind Pupils." Vol. 8, #3, March 1959, pp 112-113. (Note: This article was originally published in The Lantern, Dec. 15, 1958.) In noting that the handicap of the deaf-blind is one essentially of communication, Dr. Waterhouse makes an interim report on the testing techniques being developed by Perkins and Dr. Helmer Myklebust. Preliminary test findings will be available soon.

Stelle, Roy H. (No title). Vol. 8, #4, May 1959, pp 134-136. Dr. Roy H. Stelle, Superintendent of the Colorado School for the Deaf and Blind, reported on the meeting of the National Deaf-Blind Committee, October 4, 1958, at Perkins. The Committee strongly urged all states, since education of the deaf-blind is a highly specialized field, to send their deaf-blind students on a tuition basis to

any of the numerous deaf-blind departments located throughout the United States. The author reviewed past Committee activities and gave synopses of presented papers.

Meshcheriakov, A. I. "The Main Principles of the System for Education and Training of the Blind and Deaf and Dumb." Vol. 12, #2, December 1962, pp 43-48.

The author is director of the laboratory of the Deaf-Blind Institute of Defectology, USSR. "Oral speech must crown a multiform system of verbal speech," in Mr. Meshcheriakov's opinion. Therefore, Soviet education seeks to provide this multiform base, first, based on proven facts that the highest potential of deaf-blind people is possible as the diverseness of human mentality and conduct is not spontaneous nor inborn, but develops as a result of intercourse with other people. Deaf-blind teaching is broken down into two phases: 1. initial humanizing, when images of objects are accumulated and habits of conduct are created; 2. the grammatical structure of verbal speech is learned.

Ciconia, E. F. et. al. "The Blind Child with Multiple Handicaps: A Challenge." Vol. 14, #3, March 1965, pp 68-71.

The authors describe the history and development of the

Blind Unit of the Johnstone Training and Research Center at Bordentown, New Jersey, and the steps involved in "reaching" blind children with multiple handicaps. The methods used with the children at this "Residential Home" form the basis of present day approaches to the problems of training and educating, when possible, such children.

Van Dijk, Jan. "The First Steps of a Deaf-Blind Child Toward Language." Vol. 15, #4, May 1966, pp 112-114.

Symbol formation is crucial in the development of the deaf-blind child to help him stabilize his world. The symbols used should be those most natural to the child and usually those involving action, i.e., the motion of throwing a ball. Gestures lessen when the child discovers his body as the medium for representation. Later, the complete gesture is no longer necessary and, also, it can be used out of content.

Journal of Abnormal and Social Psychology:

Merry, R. V. "A Case Study in Deaf-Blindness." Vol. 25, 1930, pp 133-148.

Dr. Merry points out the tragedy of a deaf-blind child in either a school for the deaf or the blind, where, generally,

he cannot be coped with and is left to his own devices. The author presents a case study of a 12-year old deaf-blind boy. He concludes that the superior method of approach is individual and the handicap of deafness is probably responsible for the greater part of deaf-blind retardation.

Goodenough, F. L. "Expression of the Emotions in a Blind-Deaf Child." Vol. 27, 1932, pp 328-333.

A deaf-blind, 10-year old girl, with "no formal training and very little informal training," was subjected to a reaction test whereby a small china doll was unexpectedly dropped inside her dress. The resulting contortions, convolutions and flailings, as she sought to free herself from this cold object, were photographed and are included. Observations are discussed from the loci of natural behavior and socially accepted forms of behavior.

Journal of Business Education:

Zieman, Gregor. "Through the Barrier." Vol. 31, #6, March, 1956, pp 259-261.

The author was the Director of Public Education for the American Foundation for the Blind. He describes the

operation of the Tell-A-Touch machine.

Journal of Exceptional Children:

Hall, I. B. "Practical Treatment of the Deaf-Blind." Vol. 3, 1937, pp 102-105, 126.

Miss Hall writes that all deaf-blind children are individuals with varying degrees of disabilities, having much in common with children of normal perceptions. Teachers must be endlessly patient, and free from all deceptions regarding these children's goals. Routines, eating, self-dressing, etc., must be started as soon as practical. Vibration should be a substitute for hearing.

Alcorn, S. "Development of the Tadoma Method for the Deaf-Blind." Vol. 11, 1945, pp 117-119.

Miss Alcorn traces the development of her Tadoma method of speech instruction. With deaf-blind Ona Simpson she combined speech with the manual alphabet. At the end of nine months, Ona had a 200-word vocabulary. Later, with Tad Chapman, Miss Alcorn replaced the manual alphabet with a set of sandpaper letters. By means of various placement of his hands on the speaker's face, Tad learned to converse.

MISCELLANEOUS PERIODICALS

Guldager, Lars. "The Deaf-Blind: Their Education and Their Needs." Vol. 35, Nov. 1959, pp 203-206.

The author, Assistant Principal of deaf-blind children, Perkins, traces the history of the deaf-blind teacher training program. He also presents abstracted information from a study conducted by N. Robbins and G. Stenquist. (The Deaf-Blind "Rubella" Child: Perkins Institute, Watertown, Mass., 1967) wherein twenty-eight rubella children were observed and tested.

Journal of Genetic Psychology:

McCarthy, D. "Note on the Vocal Sounds of a Blind-Deaf Girl." Vol. 36, 1929, pp 482-484.

Dr. McCarthy gives a speech analysis of an uneducated, 10-year old girl, born deaf-blind. He describes her voice as pleasing. She used monosyllables, reduplicated monosyllables, and disyllables, repeated in rhythmical series. She uttered no disagreeable sounds.

Journal of Home Economics:

Rusalem, H. "Homemaking Without Vision or Hearing." Vol. 51, #10, Dec. 1959, pp 831-833.

Dr. Rusalem described the homemaking activities of, and the lessons provided for, a group of 9 women, 28-64 years of age, congenitally deaf, with varying degrees of vision loss. The author concluded that the home effectiveness of these deaf-blind women was due to "the personality integration of the individual," and, on the basis of successes obtained, he recommended the inclusion of a homemaking specialist on deaf-blind rehabilitation teams.

Journal of Rehabilitation:

Waterhouse, Edward J. "Helping the Deaf-Blind to Face the Future." Vol. 23, #6, Nov.-Dec., 1957, pp 6-7, 15-17.

Dr. Waterhouse writes that the psychology of the deaf or blind is useless for the deaf-blind as this is a unique handicap. He urges all deaf-blind administrators to allow for social contacts and recreational experiences in their programs.

The Journal of the American Medical Association:

Jastrow, Joseph. "The Will to Believe." Vol. 78, #24, June 17, 1922, pp 1891-1893.

Dr. Jastrow discussed the psychological aspects of deaf-blind Willetta Huggins. It had been alleged by reputable

people that she could tell colors by smell and understand conversation through finger vibrations. The author suggested Miss Huggins probably suffered from hysterical deafness and slit vision enabled her to tell the colors of objects brought close to her nose. He cited historical examples of similar allegations of telepathy and clairvoyance which ceased to exist as soon as the public lost interest. Dr. Jastrow claimed that the "will to believe" phenomenon is present in all of us, oftentimes occluding demonstrable scientific fact.

Williams, Thomas J. "Extraordinary Development of the Tactile and Olfactory Senses." Vol. 79, #16, Oct. 14, 1922, pp 1331-1334.

Dr. Williams reported the results of his lengthy physical examination of Willetta Huggins. At age 10 she was admitted to the Wisconsin School for the Blind suffering from defective vision, deafness in her right ear, and subnormal hearing in her left. Two severe colds subsequently left her completely deaf and blind. At age 17 she had acquired the twin facilities of distinguishing color by smell and understanding conversation through

finger-tip vibration. Dr. Williams concluded, while Miss Huggins was positively deaf and blind, she "seemed so conscious of her surroundings and environment that it is impossible to believe that she has not some vision and hearing."

Ladies' Home Journal:

Macy, J. A. "Helen Keller as She Really Is." Vol. 19, 1902, #11, pp 11-12, 40.

John Macy relates Helen Keller's ordeals with the Radcliffe exams ("...ingenious devices for the confusion of those who seek after knowledge.").

_____. "Helen Keller as She Really Is." Vol. 19, 1902, #12, pp 11-12, 55.

Mr. Macy recounts Miss Keller's toil in preparing manuscripts for publication. Anne Sullivan Macy liked Robert Louis Stevenson and communicated all his writings to Miss Keller. Also, Helen Keller constantly read the Bible. These were the two greatest influences on her writing style.

MISCELLANEOUS PERIODICALS

The Laryngoscope:

Tilney, Frederick. "A Comparative Sensory Analysis of Helen Keller and Laura Bridgman." Vol. 39, #5, June 1929, pp 343-378.

Dr. Tilney offers rebuttals to Dr. S. E. Jelliffe, who doubted the quality and nature of the author's tests regarding Helen Keller and Laura Bridgman. Additionally, Dr. Goldstien, President of the Otological Society, seconded Tilney's observation that Miss Keller's accomplishments were due both to her fine mind and the achievements of her teacher, Anne Sullivan.

The New Yorker:

Coates, R. M. "Profiles: Blind...Deaf...Dumb." Vol. 5, Jan. 25, 1930, pp 24-25.

Helen Keller, at age 49, is profiled. Grey hair, stocky, lustrous blue eyes, she had been characterized as "hardboiled," due to hurts administered by those having a pitying or patronizing attitude toward the deaf-blind. She fervently believed that the deaf-blind must be taught to rely on themselves as much as possible.

MISCELLANEOUS PERIODICALS

Popular Science Monthly:

Jastrow, Joseph. "Helen Keller: A Psychological Autobiography." Vol. 63, #6, 1903, pp 71-83.

Dr. Jastrow, reviewing Miss Keller's "The Story of My Life," finds it quite fascinating how the interpretation of sensations, mixed with experiences and conditioned by natural endowment, combined to form her mental images. Also, he pays glowing tribute to Anne Sullivan's freedom from "narrow pedagogy."

Psychological Review:

_____. "Psychological Notes on Helen Keller." Vol. 1, 1894, pp 356-362.

Preliminary results of tests conducted by Dr. Jastrow are discussed. Helen Keller, among all her amazing faculties, had poorly developed motor control. However, this lack was offset by an alert, receptive mind and a memory definitely above normal.

Rehabilitation Literature:

Burns, Daniel J. and Stenquist, Gertrude M. "The Deaf-Blind in the United States; Their care, Education and Guidance." Vol. 21, #11, November 1950, pp 331-344.

MISCELLANEOUS PERIODICALS

The authors describe the progress in the United States of the education of the deaf-blind and the special training of teachers for this difficult work. Through a questionnaire sent to deaf-blind schools, information was obtained on different types of "communication," and the evaluation and socialization of the children. The need of further research in the evaluation of the condition of each child is stressed and also the fact that rehabilitation in each case requires the combined efforts of all concerned with the child.

Rehabilitation Record:

Rusalem, Herbert. "Deaf-Blind Persons: an Epic Study." Vol. 1, #6, November-December, 1960, pp 26-30.

Dr. Rusalem recapitulates the results contained in the seven-volume research study conducted by the Industrial Home for the Blind, Brooklyn. Additionally, he urges attention to the following deaf-blind problem areas: emotional development and resultant problems, distortion of perceptions, speech and language limitations, attitudes of non-handicapped community, paucity of community resources, and enforced isolation of the deaf-blind.

MISCELLANEOUS PERIODICALS

Bettica, L. J. and Newton, David. "Great Expectations for the Deaf-Blind." Vol. 6, #3, May-June 1955, pp 7-11.

The Anne Sullivan Macy Service for Deaf-Blind Persons and the Industrial Home for the Blind, Brooklyn, make the following available for the deaf-blind: evaluation of condition and health, communication training, rehabilitation, and, if possible, vocational placement.

Review of Educational Research:

Ashcroft, S. C. "Blind and Partially Seeing." Vol. 29, #5, Dec. 1959, pp 519-528.

The writer describes tests used to try to ascertain whether or not blindness is compensated by the other senses, or whether it causes a generalized depression of the other senses. A study reveals, under controlled conditions of testing, that a certain percent of visually handicapped children have one or more additional handicaps, among them acoustic problems.

St. Nicholas:

Jastrow, Joseph. "The Story of Laura Bridgman." Vol. 16, 1889, pp 746-752.

MISCELLANEOUS PERIODICALS

Dr. Jastrow provides background and pictures of Laura Bridgman. He concentrates on her peculiarities of language, i.e., why doesn't t-a-c spell "cat" as well as c-a-t?

Hall, F. H. "Helen Keller." Vol. 16, 1889, pp 834-843.
After 4 months with Anne Sullivan, Helen Keller could spell more than 450 words. The author intersperses such facts in recounting the early education of Miss Keller. Period pictures, reproduced writings, and several short letters of Helen Keller are included.

Saturday Evening Post:

Murray, Don. "What Do You Mean by 'Hopeless'?" Vol. 229, #35, March 2, 1957, pp 22-23, 68, 70.
Mr. Murray presents photographs and explanations of the education of deaf-blind children at Perkins.

Science Digest:

"Music in a dark and silent world." Vol. 20, #1, 1946, pp 11-13.
The education of Helen Siefert, deaf-blind from infancy, (at the time of article 18 years old), is summarized.

MISCELLANEOUS PERIODICALS

The Teacher of the Blind:

Waterhouse, Edward J. "Teaching Deaf-Blind Children." Vol. 57, October 1968, #1, pp 8-11. (Reprinted from Vol. XXXVII, #3, of The Lantern.)

Dr. Waterhouse offers a number of learned opinions relative to the total field of deaf-blind education. Additionally, he details the qualities of a successful teacher of the deaf-blind. Most essential of these desirous teacher-traits are emotional maturity and control and intuitive ability in interpreting student behavior.

Evans, M. B. "International Course for Teachers of Deaf-Blind Children." Vol. 57, #4, July 1969, pp 134-135.

The author reports on an 8-week course in deaf-blind education held in St. Michielgestot, Holland.

Greenhalgh, Robert. "Deaf-Blind Project--Venture Successful." Vol. 58, #1, October 1969, pp 15-18.

A successful coordination of required (statutory), community, and volunteer services for deaf-blind in Manchester, England, is fully explored.

MISCELLANEOUS PERIODICALS

Teachers Forum:

Allen, E. E. "The Deaf-Blind." Vol. 3, #3, 1931, pp 5-7.
Deaf-blind children can be classified roughly: by the degree of deafness and blindness; by age at onset of the condition; whether blindness or deafness came first; and very generally as to whether the child is educable or noneducable. Mr. Allen then outlines what is best for the educable child. He believes communication comes first and then the forming of good habits and manners.

Virginia Journal of Education:

Brown, Phyllis G. "Learning Through Deaf Ears and Sightless Eyes." Vol. 51, #9, May 1958, pp 16-20.
This article describes the programs offered and the methods used at the Virginia School for the Deaf and Blind, Staunton, Virginia. Deaf-blind students are not specifically mentioned.

Welfare Reporter:

"Deaf-Blind Girl Conquers Handicaps." January 1947, pp 16-17.
This article records the educational achievements of Carmela Otero (16 years old) who became deaf-blind from an attack of spinal meningitis at the age of two-and-a-half years.

MISCELLANEOUS PERIODICALS

Wide Awake:

White, S. J. "The Story of Helen Keller." Vol. 27, 1888, pp 77-85.

Mr. White includes pictures, diary excerpts and letters to create a portrait of the early years of Helen Keller's life.

# PROCEEDINGS OF ASSOCIATIONS, CONFERENCES, ETC.

An Annotated Bibliography of Articles

on the Deaf-Blind

1815-1970

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American Association of Instructors of the Blind:

Andrews, F. M., Jr. "The Work with the Deaf-Blind at Perkins Institution." Proc. 1935, pp 39-41.

The background of the School for the Deaf-Blind at Perkins Institution is given. The work of Miss Inis Hall, who was able to teach speech to several deaf-blind children successfully, is described in detail.

Johns, Frank, Jr. "Report of the Committee on the Deaf-Blind." Proc. 1954, pp 37-41.

This is a report of the findings of the Conference of Deaf-Blind Educators held at Perkins, April 13-14, 1953. The author summarized the proceedings, stressing the Committee's resolve to explore the problems connected with the health and education of deaf-blind children and to explore the possibility of regional deaf-blind schools, with a special school for research, teacher training, etc.

Dinsmore, Annette B. "Progress Report." Proc. 1956, pp 53-55.

Miss Dinsmore detailed the new developments in the field of the deaf-blind: teacher-training program at Perkins,

Michigan State, and State University of Iowa; expansion of existing facilities and increased services of the American Foundation for the Blind.

Reports of Committee on the Deaf-Blind. Proc. 1958, pp 62-63; proc. 1960, p 41.

The development of schools for the deaf-blind and progress reports on the work of the National Study Committee on the Education of the Deaf-Blind are given in the above listed proceedings.

Waterhouse, Dr. Edward J. "The Multiple Handicapped Blind Child." Proc. 1964, pp 28-31.

In speaking of various types of handicaps, Dr. Waterhouse mentions work with the deaf-blind and suggests, when feasible, integrating them into the rest of the school at Perkins Institute.

Hoff, Joel R. "Demonstration by Deaf-Blind Students." Proc. 1964, pp 38-40.

The author is the head of the Department of the Deaf-Blind, Perkins. He explained how the program and the facilities interlocked to teach and train deaf-blind

children "to their fullest potential as independent and social beings." Two deaf-blind girls, Gayle Sabonaites, 21 years, and Chan Poh Lin, 20 years, showed their conversational skill and general knowledge. Unfortunately, the demonstration was not printed in this article.

American Association of Workers for the Blind:

Mack, R. "A National Survey of the Deaf-Blind." Proc. 1929, pp 78-80.

At the time of writing, there were 495 deaf-blind in the United States and of these 30 were in schools for the deaf or schools for the blind. The need is acute and the writer suggests a national organization for the deaf-blind similar to the American Foundation for the Blind and Volta Bureau for the Deaf.

Bryan, D. D. "Services for the Deaf-Blind." Proc. 1947, pp 19-21.

Work Service for the Deaf-Blind was added to the American Foundation for the Blind in 1946. Its purpose was to work with the states and with private organizations. The writer speaks of what the Service has accomplished and what

it expects to do in the future and what the foremost needs of the deaf-blind are.

Keane, G. E. "The Deaf-Blind and the Workshop." Proc. 1949, pp 76-80.

After a struggle to add the deaf-blind to the service program of the Industrial School for the Blind, Brooklyn, a special program was started: Light Buoy, which now successfully employs 21 deaf-blind men. The author discusses other possible places of employment for the deaf-blind and some of the problems involved.

"The Deaf-Blind; General Session Papers." Proc. 1956, pp 59-67. The following talks were given:

1. Salmon, Peter J. "The Office of Vocational Rehabilitation Study of the Deaf-Blind at Industrial Home for the Blind." Mr. Salmon speaks of a special project sponsored by the Office of Vocational Rehabilitation and reviews the work in the deaf-blind department of the Industrial Home for the Blind. He also comments on a committee formed by the World Council for the Welfare for the Blind to look into an international manual alphabet.

2. Waterhouse, Edward J. "Educating Deaf-Blind Children." The development of the tactual system in the understanding of the speech of others is an important factor in the education of the deaf-blind. If deafness (and blindness, too) strike before speech has been established the difficulties are great. The education of the deaf-blind is extremely concentrated and a close relationship between teacher and pupil is necessary. Because the training of the teacher is so important, Perkins Institute and Boston University have established a postgraduate school for the education of teachers of the deaf-blind. Testing the educability of the children is being slowly worked out. Expense is great, progress slow, but the situation is slowly improving over the years.

3. Dinsmore, Annette. "National Service for Deaf-Blind People." Because the number of deaf-blind people is small, it has been hard to gain public interest and establish nation-wide programs of service for them. However, fine work has been accomplished by the Industrial Home for the Blind and the American Foundation for the Blind is educating and rehabilitating the deaf-blind. Miss Dinsmore also acknowledges the fine work of individuals and general volunteers.

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"Forum on Communications for the Deaf-Blind; Sponsored by Committee on Services for the Deaf-Blind, World Council for the Welfare of the Blind." Proc. 1957, pp 216-229.

1. Salmon, Peter J. "Introduction and Review: Combined Efforts of the World Council for the Welfare of the Blind, American Foundation for the Blind, two-year Office of Vocational Rehabilitation study project for the deaf-blind at the Industrial Home for the Blind, and the Industrial Home for the Blind." The deaf-blind possess an unnamed faculty: what better reason to seek programs and methods of communication which may be universally applicable regardless of language, country, or the form of the social order. Mr. Salmon outlines the work of the organizations mentioned in the title.

2. Kinney, Richard. "Adventuring Alone with Communications." It is possible for deaf-blind persons to converse with strangers without help of friends who know the manual alphabet. There is an amazing little machine called TELLATOUCH which makes this possible.

3. Evans, Edward. "Deaf-Blind in the United Kingdom and History of the Tadoma Manual Alphabet." The author

reviews conditions and numbers of deaf-blind persons in Britain and lists various acts of Parliament involving them. He then describes the background of the twohand manual alphabet.

4. Sculthorpe, Arthur R. "The National Deaf-Blind Helpers League in England." The League's most important function is providing vital information about the everyday problems of deaf-blind individuals to official welfare bodies so that these groups can really help their clients.

5. Dinsmore, Annette. "Nationwide Picture of the Education of the Deaf-Blind Child." To communicate, the child must first form associations. Until these are established, words have no meaning. Guidance in forming associations starts with the parent. The author speaks of the vibration method of teaching deaf-blind children who are ready to be taught.

6. van der Pool, Dr. W. L. "Communication Electionically with the Braille Telephone." The author describes a phone, keyboard operated, and its possibilities.

7. van de Hey, Gerrit. "The Loxm Alphabet." This system of communication is based on two elements: fixing separate letter locations on the reader's hand and varying the kind of touch to his hand. The author speaks of the use of this method with his wife.

8. Smithdas, Robert. "The One-Hand Manual Alphabet." Mr. Smithdas describes the merits of this method of communication and gives details of its use. He recommends it for teaching speech to deaf-blind children.

"Education for the Community on Rehabilitation Services for the Deaf-Blind Person." Proc. 1958, pp 26-40.

In this preface to the following talks, Mary Switzer emphasizes that deaf-blindness is neither deafness nor blindness, but a separate disability demanding dedicated teachers, a special kindness, and workable means of communicating. Fears, present on both sides, have to be overcome by both sides in rehabilitating the deaf-blind.

1. Handel, Alexander. "Your Community and Its Deaf-Blind Population." Needs of the deaf-blind: income maintenance; health maintenance and rehabilitation; education; social,

creative, recreational opportunities, and personal counseling. The writer then describes agencies which can fulfill these needs and how it is done.

2. Dinsmore, Annette B. "A Five Minute Journey With New Developments for the Deaf-Blind in the United States." This article touches highlights in recent developments, such as: the awakening of interest through newspapers, radio, TV; the development of effective services; educational improvements, and others.

3. Bettica, Louis J. "Introducing the Deaf-Blind Person to Services - Communication and Recreation." The key service is in communication - after which many types of recreation can be introduced and provided.

4. Rothschild, Jacob. "A Few Simple Rules for Observation and Standard Testing of Deaf-Blind Client." The writer gives general approaches to the testing of a deaf-blind client and certain necessary considerations. The determination of a client's potential for employment of personal resources is a paramount question.

5. Rusalem, Herbert. "Vocational Program for the Deaf-Blind - Right Now." Deaf-blind persons are capable of earning their own livings. There should be no delay in a person receiving vocational services to enhance his placeability. The writer gives facts about the performance of the deaf-blind, training of varying lengths, the need of industries and businesses to have one person on the staff trained and experienced in services to the deaf-blind.

6. Kinney, Richard. "Learning Through Braille Correspondence - a Friendly Opportunity for Deaf-Blind Adults." Mr. Kinney talks of direct personal conversation with friends, of telephone conversations using the Hadley Tactaphone and of braille correspondence.

7. Smithdas, Robert J. "What We Should Remember as Citizens." The efforts of all of us as concerned citizens are needed to combine our sympathy, compassion for the deaf-blind with realistic programs of services for them.

"Looking Forward in Work With and For Deaf-Blind People." Proc. 1959, pp 33-45.

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1. Riley, Betty G. "Deaf-Blind Children in the United States." The number of children enrolled in schools for the deaf-blind is still relatively low. Progress is slowly being made.

2. Chapman, Winthrop C. "Not a Sound From My Chickens." A deaf-blind poultry farmer describes "his day."

3. Anderson, James S. "Plowing the Ground for the Foundation of a Program for Services to the Deaf-Blind." A detailed description of goals and accomplishments of the Columbia Lighthouse in Washington, D. C.

4. Magill, A. H. "Steps We Have Taken in Canada." The background and development of work for and with the deaf-blind in Canada is described.

5. Murphey, Jack. "My Shop is My Own." Mr. Murphey describes his shop with great enthusiasm and pride and his personal experiences with humor. He was helped by services sponsored by the American Foundation for the Blind and the American Association of Workers for the Blind.

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6. Andersen, Jerry. "Developing a Regional Program." There is a beginning awareness that regional programs can offer comprehensive services to deaf-blind people. Mr. Andersen speaks of the importance of communication not only with the deaf-blind, but also between the agencies concerned with them.

7. Weber, Charles O., Jr. "Growing Up in Work for the Deaf-Blind." A desire to help a deaf-blind friend spurred the writer's interest in helping these doubly handicapped people. He gives details of his efforts and experience.

8. Lawhorn, Geraldine. "Entertainment is my Business." This deaf-blind woman tells how she regulated her voice and controlled her facial expressions in her appearances on the stage.

9. Bottica, Louis J. "How to Have Fun Working with Deaf-Blind People." The work is not depressing and difficult. Rather, it is most rewarding and enjoyable. The deaf-blind approached with warmth, understanding, and humor respond in kind.

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"Signposts in Services for the Deaf-Blind." Proc. 1960, pp 83-94.

1. Chermak, Sam. "Reader Reaction." Because of modern communications such as radio, TV, Talking Books, news reported in braille has declined. This gap is now filled by "Touch-and-Go", TAG, a magazine both in braille and ink print which gives the deaf-blind an uncensored, uninhibited journal covering the gamut of the news. A monthly, limited to the deaf-blind and their families, it provides not only news, but humor and communication between its readers.

2. Waterhouse, Edward J. "Training Teachers of Deaf-Blind Children." A training program headed by Daniel J. Burns was initiated by the Perkins School for the Blind in connection with Boston University School of Education. Started in 1956, it averages 5 trainees a year.

3. Riley, Betty G. "A New Look at Deaf-Blind Children." A diagnostic program at Syracuse University in cooperation with the American Foundation for the Blind was started in 1957 with the hope that a few principles and standards for the diagnostic process as applied to the deaf-blind could be set up regionally. Using "team approach", the child

is studied by doctors, psychiatrists, welfare workers, etc., and always with the parents included.

4. Dinsmore, Annette B. "Needed Research in Employability of Deaf-Blind Persons." The first step is underway: getting information about where and how many, age, ratio of deaf to hard-of-hearing and proportion of unemployed among the deaf-blind throughout the United States. Hopefully, with the help of the American Foundation for the Blind and the Office of Vocational Rehabilitation, it is expected to enlarge and collate the information collected.

5. Bergman, Noe. "Research into Aspects of Auditory Perception." Tests have been developed for localization of static sources, moving sources, relative localization, and, finally, selective listening.

6. Kinney, Richard. "Report from Rome." Mr. Kinney describes crossing the Atlantic by ship, traveling in foreign countries, and, finally, attending in Rome a meeting of the World Assembly of the World Council for the Welfare of the Blind. He found Tellatouch a great help.

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"The Anne Sullivan Macy Service for Deaf-Blind Persons." Proc. 1962, pp 45-61.

1. Salmon, Peter J. "New Regional Service for Deaf-Blind Persons." Mr. Salmon describes the development of Regional Rehabilitation Service and what it offers to the deaf-blind.

2. Waterhouse, Edward J. "Deaf-Blind Children, Perkins School for the Blind." The Anne Sullivan Macy Service for the deaf-blind has invoked great interest from the general public. Because of extreme difficulties in educating the deaf-blind, the only reasonable goal is to try to develop the maximum potentials of each child even if his value to society is imperceptible to everyone but, perhaps, to himself.

3. Barnett, M. Robert. "Deaf-Blind Persons and their Needs." Mr. Barnett gives statistical information about the deaf-blind and their needs.

4. Hunt, Joseph. "Deaf-Blind Persons and Their Needs as seen by a National Agency." Writing from the standpoint of the Office of Vocational Rehabilitation, Mr. Hunt describes the pilot demonstration project in developing a regional service for the deaf-blind.

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Association for Education of the Visually Handicapped:

49th Biennial Conference, June 1968, pp 67.

Curtis, W. Scott. "Evaluation of Multi-Handicapped Deaf-Blind Children." Terminology in the multi-handicapped field generally revolves around the physical status of the afflicted individual as seen from different points of view. It was the Conference's opinion that these terms should be changed to reflect functional skills, behavioral characteristics, teaching guidelines, and behavioral modification plans.

Boston College Teacher Training Class 1969-70:

The following student papers, which may be obtained from the College, were presented:

Bassetto, Neusa. "Communication with Deaf-Blind." 20 pp.

Holbert, Nancy. "Development of Person Perception in the Pre-School, Partially-Sighted, Non-Verbal Child." 17 pp.

Horner, Deborah. "Merits of Manualism in the Education of Deaf-Visually Handicapped Children." 22 pp.

Kates, Linda. "Pre-cane Orientation and Mobility Skills a Necessity for the Deaf-Blind." 42 pp.

Moody, James. "Theoretical Framework and Methodological Approach to Parent for the Teachers of Deaf-Blind Children." 2 p.

PROCEEDINGS OF ASSOCIATIONS, CONFERENCES, ETC.

Nugent, Clare. "Implications of Play for the Deaf-Blind Child in Terms of Growth and Evaluation." 37 pp.

O'Connell, Mary. "Left-Handedness Among Deaf-Blind Children as a Possible Indication of Brain Damage." 20 pp.

Peisner, Barbara. "What Child is This? (A Paper on the Development of Self-Concept.)" 47 pp.

Richter, Dina. "Founding of a Programme for Deaf-Blind Children." 33 pp.

Smoot, Joyce. "Play Materials and Activities Stimulate Motor and Tactual Development in the Pre-School Deaf-Blind Program." 41 pp.

Cullen, Sheila. "So That They Too Shall See...? (A Paper on Religious Education for Blind and Deaf-Blind Children.)" 48 pp.

Jonsen, Marcia. "Handbook of Arts and Crafts, Projects for Deaf-Blind Children." 43 pp.

Convention of American Instructors of the Deaf:

15th Meeting, 1899. (Washington: Government Printing Office).

Address of Miss Dora Donald and General Discussion. "Education of and Demonstration of Linnie Hazlewood." pp 140-144.

Dora Donald explained her successful approach to the education of Linnie Hazlewood, deaf-blind at 18 months. Miss

Hagiewood demonstrated her general knowledge and oral ability. In a round-table discussion, it was emphasized that the deaf-blind can be educated and it was agreed that they should start in a school for the deaf and finish in a school for the blind.

16th Meeting, 1932. (Washington: Government Printing Office). "Deaf-Blind." pp 174-184.

A general round-table discussion of the education of the deaf-blind made remarkable by Mr. William Wade's reasons for declaiming against the necessity of "experienced" teachers in the field and his opposition against a proposed National Deaf-Blind Institute. Dr. Thomas Gallaudet reminisced about his first meeting with Laura Bridgman.

25th Meeting, 1970 (?). "Demonstrations of Education of Deaf-Blind: Helen Martin, Tad Chapman." pp 69-83.

Deaf-blind Tad Chapman gave a demonstration of his speech-reading ability regardless of the placement of his hand on the speaker's face. Deaf-blind Helen Martin showed her skill on the piano. Helen Keller, by letter, urged that the deaf-blind be sent to a school for the blind

because "the blind have a better command of language..." The merits of a national deaf-blind institute were debated.

Davis, Carl J. "The Deaf-Blind Child -- Diagnosis and Evaluation." 1951, Vol. 40, pp 69-71.
The author, a psychologist at the Perkins School, reports on team assessment techniques used to evaluate beginning deaf-blind pupils. Two evaluators work with the child, determining his visual, auditory and language functional levels and his educational potential, while the third interviews the parents, obtaining a picture of the child's immediate social and emotional environment.

Dinsmore, Annette P. "A Brief Review of Developing Services for Deaf-Blind Children." 1963, Vol. 41, pp 803-805.
Miss Dinsmore traces the national teacher-training for the deaf-blind from 1949, onward.

Hoff, Joel R. "The Perkins Program for the Education of Deaf-Blind Children." 1963, Vol. 41, pp 803-805.
Mr. Hoff presents a complete description of the deaf-blind department at Perkins and delineates the curricula for

students with varying degrees of auditory and visual impairments. According to Mr. Hoff, in theory, a twenty-one year old deaf-blind person, after fifteen years of training, "might possibly have only the educational and social maturity of an eleven-year old child."

Shields, Joan E. "Education of Deaf-Blind Youth in the United Kingdom." 1963, Vol. 41, pp 800-803.

Mrs. Shields relates the diagnostic and educational services available to the deaf-blind in England. Most interesting is her observation that the more recent deaf-blind population is encumbered with additional handicaps. She makes the statements that certain symptoms of autism are always apparent in children affected by maternal rubella and aphasia is very often associated with retrolental fibroplasia.

Illinois Department of Public Welfare:

Annual Report, 1935-1937. Hart, T. "Report on Experimental Work with Joan Higgins." pp 451-478.

This lengthy and quite detailed report covers the training of 5-year old, deaf-blind Joan Higgins (including her activities in a foster home) from October 6, 1935 through

May 29, 1937. She showed the greatest progress in speech development, having learned to make most of the basic sounds. She had learned responses to commands, and eagerly attempted to vocalize any sound encountered.

International Conference on Oral Education of the Deaf:

Proc. 1967. (A. G. Bell Association for the Deaf, Inc.)

Hoff, Joel R. "Preparation of Teachers of Deaf-Blind Children." pp 1146-1154.

Mr. Hoff advocates the Perkins multi-disciplinary approach in training teachers of the deaf-blind. In defining deaf-blind as those children whose visual and auditory handicaps prevent satisfactory results in educational programs provided for the blind or the deaf, he also emphatically states that other handicaps, aphasia, brain-damage, mental retardation, etc., are almost certain to be present in varying degrees.

International Congress on Psychology, Moscow:

Proc. 1936 (18th) Rozhdestvenskov, A. I. "Peculiarities of Mental Development of the Blind, Deaf, and Dumb Child in Process of His Elementary Education." pp 274-281.

This poor English translation contains much theory regarding the deaf-blind, but gives little practical educational advice. The progressive educational plan presented is clear and concise, but implementation, apparently, is left to the reader's ingenuity.

Proc. 1966 (18th). Skoroshodova, O. I. "On Certain Aesthetic Perceptions of Deaf and Blind." pp 287-291.

Mr. Skoroshodova, Defectology Institute, U.S.S.R., who is apparently deaf, urges the coordination of all efforts of scientists and teachers of various countries to help the deaf-blind adapt to "life in the world." Deaf-blind can see beauty with their hands and, consequently, they must be provided with an internal, spiritual world, "enriched with all mankind's cultural wealth." A provocative article.

Proc. 1966 (18th). Yuzu, H. "Learning by the Deaf-Blind." p 301.

In a very brief, unclear article, the author reported that a few deaf-blind students were "made to acquire the habit of verbal communication" under undefined experimental conditions.

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National Catholic Educational Association, Philadelphia:

Proc. 1931. Rocheleau, C. "Normality the Goal of All Handicapped Children." pp 645-650.

Every child must be helped to realize his fullest inborn potentials. Additionally, every handicapped person should be trained to do at least one thing extremely well. Miss Rocheleau described Ludivine Lachance, 17 years old, deaf-blind since 2-3 years, never educated, more animal than human. After two years at the convent school, she had been trained in human habits and responded to letters in her hand. Ludivine Lachance, the author concluded, showed how the soul can dominate matter.

Proc. 1953. Justina, Sister M. "The Deaf-Blind Child -- What are the Needs and Resources in the Field of Catholic Education?" pp 415-419.

The author tabulated results from questionnaires sent to deaf-blind education sources. Also, a survey of deaf-blind conducted by Miss Dinsmore is included. Sister Justina concluded that 75% of the deaf-blind are not being educated in schools for the deaf or blind.

PROCEEDINGS OF ASSOCIATIONS, CONFERENCES, ETC.

Royal National Institute for the Blind:

January, 1961. Condover, England. "Report on Conference on Children with a Combined Visual and Auditory Handicap." 83 pp.

The Conference stressed prevention of maternal rubella and presented strong evidence that the presence of one handicap definitely increased the possibility of another being present. A team approach, including parents, was proposed to attack the problems of deaf-blind children. The most important learning factor is direct experience - experiences related to the social progress of the child, "not just experience for its own sake (as in the United States)." Social development of the child is basic, not the three R's. Children must be educated by and not through social experience.

Royal Society of Edinburgh:

Trans. V of VII, 1815. Stewart, D. "Some Account of a Boy Born Blind and Deaf, Collected from Authentic Sources of Information." pp 1-78.

A complete history of Scottish-born (Nov. 11, 1795) deaf-blind James Mitchell. Information was gathered from family (sister, Jane Mitchell), neighbors, and close associates.

PROCEEDINGS OF ASSOCIATIONS, CONFERENCES, ETC.

Most interesting is correspondence from medical men regarding Mitchell's two operations, 1808 and 1810, for the removal of cataracts.

Special Study Institute, San Francisco, California:

Proc. June 16-20, 1969. San Francisco State College. Phillip Hatlen, ed. "Effects of Pre-School Service for Deaf-Blind Children." 331 pp.

A comprehensive study of the problems of the deaf-blind child from the standpoint of his parents, the community, and the child himself. The addresses are by people in a variety of professions and give insight and advice according to their fields. A careful study of these Proceedings will inform the reader of what is being done by organizations and how parents can help prepare the child for schooling if it is feasible.

Special Study Institute, Montgomery, Alabama:

Proc. March 19-20, 1970. State Department of Education. "Parents of the Deaf and the Deaf-Blind Child." Address by Robert J. Saltzman, "The Deaf-Blind Child and Society," pp 23-26.

Today the problem of the education and training of the

deaf-blind has become acute, partly because of growing national population, but largely because of the unprecedented number of deaf-blind children born following the two rubella epidemics during the 1950's. Mr. Smithdas describes the various federal, state, and private measures now in force to handle the problem and the methods used at the present time to educate, train, and generally rehabilitate these doubly handicapped children.

Workshop for Teachers of Deaf-Blind Children:

June 27-30, 1955, Hartford, Connecticut. American Foundation for the Blind Group Reports #13.

The Conference was unanimous in its call for establishment of an adequate deaf-blind preschool program and a central diagnostic center. They stressed the urgent need for parent counseling prior to the deaf-blind child's admission to school.

World Council for the Welfare of the Blind:

World Assembly, July 1959, Rome, Italy. "Report on Findings Related to Communication and Basic Minimum Services for Deaf-Blind Persons for Use Throughout the World." 152 pp.

Part I, an interim report, discusses all the methods of

deaf-blind communication, attempting to select a standrad system. The committee majority recommended that the combination of the British Manual Alphabet and the Loem Alphabet be studied further. In Part II, specific basic services for the deaf-blind are delineated.

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